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## **Exploring Learners' Reading Strategies in EFL Classrooms.**

A case of study of First Year Master Students of English at  
Mohamed Kheither University of Biskra

**Dissertation Presented to the Department of Foreign languages as Partial  
Fulfilment for the Master's degree in Sciences of Languages**

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## **DEDICATION**

In the name of Allah the most gracious, the most merciful all the praise is due to

Allah alone, the sustainer of all the worlds

I dedicate this work:

To my whole family

To my parents

To my sisters and brothers

To my dear teachers

To my friends and mates without exception

## **ACKNOWLEDGMENTS**

First of all, I would like to thank Allah who gave me the ability to carry out this study; all great praise to him.

I would like to express all expressions of gratitude to my supervisor Dr Betka Rezig Nadia for her support, aid, and guidance. Thanks to the jury Mrs Mebarki and Mrs Moussaoui for reading and correcting my dissertation. Also, I would like to thank all those who provided me with their advice, and help. I really appreciate their aid. As well, my thanks go to my family for their care; support, and encouragement. Thanks for Master one students who accepted to participate in this investigation, and their helpful answers for the validity of this research.

## **Abstract**

The present study was conducted to explore learners' reading strategies in EFL classrooms; it investigates the difficulties students face in comprehending the written texts, and the strategies they employ during reading. We have administered the think-aloud questionnaire to the whole population (N= 65) of Master One Students Literature and Civilization; English division, at Biskra University, the academic year 2016/2017. The findings denote that English learners perceive that they use reading strategies; however, they only use different techniques that cannot be grouped as a definite strategy. Though they are aware, of the presence of reading strategies that can ease the reading process and enforces comprehension.

## List of Abbreviations

**NRP:** National Reading Panel

**EFL :** English as a Foreign Language.

**STM :** Short Term Memory.

**LTM :** Long Term Memory.

**FL :** Foreign Language.

**L2:** Second Language.

**% :** Percentage

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## General Introduction

Reading symbolizes to the brain, what the sport symbolizes for the body (Jusuf Adison). The valuable saying indicates the significance of practicing reading and training ourselves to have the ability to read different types of texts', especially the foreign language texts'. Reading has a positive effect on EFL students' who are required to deal with the English language. However, this significant process is neglected, and that EFL learners face difficulties, which hinders their reading progress; such as, shortage of knowledge that prevent them to get the meaning of the new information, because they lack knowledge about it, also they are not aware of reading strategies, their usage that can reinforce their comprehension. These challenges are probably because of many reasons such as English learners were not exposed to learn reading strategies, in which, the reading skill development is conditioned by the encouragement of their teachers, or other factors which make their reading is purposeful. Otherwise, teachers assume that their students do not need to learn reading strategies, because they are already acquired before or teaching their students reading instructions is conducted with no clear objectives. In the case that EFL students they need to be aware of the reading strategies process, which has an important role in their comprehension progress, as well as it can be a helpful step to improve students' language proficiency. For that reason, we have conducted this study to explore EFL learners' use of the reading strategies, in which the study aims to make students aware of the beneficial role of learning these strategies and their use, which can ease their reading process and enhances their comprehension.

## **1. Background of the Study**

Reading skill is considered as a complex process; in which many students, who lack knowledge about reading strategies usage, and ignores the important role of reading skill and the positive effect on their comprehension development. Hence, studying among EFL learners aided me to notice that most of EFL learners suffer from the same problems such as poor knowledge, shortage of vocabulary, and lack of reading strategies awareness. For that reason, this research is conducted to explore why reading skill is ignored in our learning environment. In which, we try to remind teachers, and program makers about the importance of the reading skill, where students will become aware about the reading strategies and the useful ways that may facilitates their comprehension.

## **2. Statement of the problem**

EFL students face difficulty in improving their level of comprehension, because of their teaching environment which gives much importance to the productive skills; rather than receptive skills that are totally ignored. Reading skill is taught with less awareness about the different comprehension strategies, which has a negative impact on students' achievement during reading. This study reveals, why it is important to learn reading strategies, and the positive affect of these techniques in improving their reading comprehension.

## **3. Research Questions**

The present study is expected to answer the following questions:

1. What are the main reading strategies employed by EFL students?
2. What are the reasons that cause students lack comprehension of the English texts'?
3. What causes students' demotivated to read, unless they are obliged for specific goals?
4. How can the reading skill be taught effectively in EFL classes?

#### **4. Significance of the study**

In this study we consider the lack of comprehension for many students to improve their reading skill, as a problem which cannot be limited by one reason. First, the strategies teachers implement in teaching reading if they use any and about the reasons why this skill is almost ignored at university level considering that the EFL learners are specialized in learning a foreign language, and that reading is a receptive skill. Therefore, this study includes the reading strategies importance on students' academic achievement which requires the following necessary points:

- Enhancing students' awareness about reading strategy use.
- The role of the reading strategies used on student's reading development.
- This study is searching for ways to propose reading strategies in EFL lessons' syllabus.

#### **5. The Population and Sample**

The populations in this research are Master one students; specialty literature and civilization; English division at foreign language department Mohamed Kheither Biskra University. Master one students, are advanced learners, and we expect that they are more knowledgeable and aware about the importance of the reading skill, as well as we have chosen this specialty because teachers often ask their students to read novels and books in the form of research where they use different ways to reach the meaning, and this indicates that they are able to recognize different strategies they use during the reading process. Also, they are aware about their importance in improving their English language. The sample we have selected the whole number sixty five (N=65) students, who represent two groups.

## **6. Research Methodology**

### **- Data gathering tools :**

The study is explorative conducted to investigate the difficulties students face during reading, and the ways they follow to get the meaning from the texts, hence no hypotheses are included, and that a qualitative method will be followed in this investigation, which aims to understand what kind of the reading strategies students use, and the consequences of the lack of awareness about them on their comprehension .In the present study we will administer a think-aloud questionnaire to Master one EFL students, the tool tends to collect data about learners' reading strategies they employ to read. because this research aims at exploring the reasons behind EFL learners' difficulties during reading .

## **7. The Structure of the Study**

The present study is divided into two parts; the first part includes two theoretical chapters, and the second part is devoted to the field work of the study. The first chapter gives a general overview on the importance of the reading skill that explains the nature of reading skill, the mental processes, and the reading types intensive, and extensive; then we discuss the effect of the prior knowledge, and its types in comprehension. Then we concluded by the reading comprehension definitions, and its types. Next, the second chapter is based on the main reading strategies that may develop students' awareness about their influence on understanding the English texts; the chapter contains the reading strategies definitions, and then their importance followed some useful strategies, and models, and then reading styles and we end by the effect of cognition and metacognition on the reading process. The field work consists of the think- aloud questionnaire which was administered to the whole population of master one students, literature and civilization (N= 65) English division, at Biskra university, we use this tool in order to explore, and to have knowledge about master

one students' experiences about the reading strategies they use, and the comprehension difficulties they face in the reading process. And then we analyse the data to get the final results about this research.

# **CHAPTER ONE**

## **The Importance of the Reading Skill**

### **Introduction**

Reading is a way in which readers try to interpret the authors' or writers' ideas. In which, understanding these ideas requires different reading strategies; the main way used to reach the stage of understanding and learning from others' writing. However, less importance has been given to this skill; as well as to the lack of EFL students' awareness about the way reading process is done in their brains .This chapter includes different elements that indicate the importance of the reading skill in learning the English language. These elements consist of reading from general views, in which the first part includes the nature of reading, its importance, types of reading, and the second part deals with the reading and prior knowledge, types of schemata then reading comprehension, its definition, and its components.

# 1. The Nature of Reading

## 1.1. Reading Skill Definition

Reading skill is concerned as an essential means for FL learners to improve the other language learning skills. Many scholars and psychologists, tried to define what reading means. However, they had opposing views. Those who claim, that reading is a complex process and for others is just simple process.

According to the first view, Vacca, et all (2007,p. 10) said that “*reading is a covert and complex human process that takes place in the head and heart of the reader*”, the reading process is consisted of readers’ effort using different mental abilities to construct the meaning of the written text .Also for Urquhart & Weir “ *reading is the process of receiving and interpreting information encoded in language form via the medium of print* ”(1998: 22) in Grabe 2009:14) .In other way, the reason behind assuming that reading is a complex process is that while reading there is a kind of challenge between the readers and what the writer intends from his writings.

According to Grabe the simple view of “*reading is a straight forward combination of word-recognition abilities and comprehension abilities*” (2009,p.98), it’s a view which states that reading is a simple process that is conditioned by the readers’ purposes from reading activity. Furthermore, he said that “*as reader purpose shifts as comprehension is impeded, or as interest varies, the reader adjusts reading process and goals*” (2009, p.15). It means that we can say that reading is a simple process when learners’ rely on their goals, and their needs from reading by this way they become flexible readers’ .Thus, from the above definitions, we can deduce that the reading skill is a process that is varied in its degree of complexity and simplicity according to the learners’ comprehension.

## 1.2 Importance of Reading

Many researchers stated their opinions about the important role of reading in developing readers' knowledge, in which we have found that according to Harrison (2004, p. 03) in his book he said that the answer of the question, why reading is so important is stated, in a letter written by Gustave Flaubert 1857, who said that:

*“Do not read, as children do, to amuse yourself, or like the ambitions,  
for the purpose of instruction. No, read in order to live”*

He wanted to emphasize the importance of reading in relation to human development, and that what we gain from reading, is not only increasing our knowledge, but it is more than we read few lines for pleasure; reading is the symbol of being alive, and its valuable role in improving our life skills. He added how reading can affect positively our cognitive process, in which it develops our ways of dealing with different mental abilities, and it has a positive effect on our behaviours; in which he says that:

*“I want to argue that in many respects reading determines how we are able to think, that it has a fundamental effect on the development of the imagination, and thus exerts a powerful influence on the development of emotional and moral as well as verbal intelligence and therefore on the kind of person we are capable of becoming “(Harrison 2004:03)*

## 1.3 Reading Process

Alderson (2000, p.3) mentioned that reading process is the interaction which occurs between the reader, and the piece of writing, In which not only the readers are looking for the meaning, and the relation between ideas. But they try to know the relation between other things they have read, and they guess what is going to be in the content .Also, all what is happening during the process of reading, readers may be consciously and

unconsciously recognise them. As well as, Alderson believed that this process differs from one reader to another in many ways he said “*when a reader reads the process is likely to be dynamic, variable, and different for the same reader on the same text at different time or with a different purpose in reading*” (2000, p .3). In which we can say that reading includes different processes, which make readers use follow more than one way to interpret the words, in which our brains also includes different mental processes that are considered as one of the main parts memory that is divided into parts, each one has a different role from the other one; sensory memory, short -term memory or (working memory), and long-term stores.

### **1.3.1 The Mental Process in Reading**

It is important to mention that it is not possible, to define the nature of reading process, without paying attention to what is happening in our minds .basically, the term memory which refers to a part, from the mental process in which we keep our information.

Memory is a significant box in which our past, present, and future thoughts, and information are stored according to Smith (2004, p.96) opinion. Also He explained our ability in managing what we store; in the space of memory in detail he said “*we can use the word memory in a variety of ways, sometimes to refer to how well we can put something away for the future use, sometimes to how lo we can retain it, and sometimes to how well we can get to it*”.

Similarly, Harrison (2004, p.53) also mentioned the role of memory and its importance in developing comprehension, he considered that the nature of reading comprehension is based on the nature of memory process .That is to say, the way of ‘recalling’ , and ‘remembering’ information about texts requires enough knowledge about human memory. In which, three

fundamental types of memory was suggested by most of psychologists they include: a sensory information store, a short-term memory (STM) store, and a long-term memory (LTM) store.

### **1.3.2 Sensory Store**

The first place in which our information takes place according Harrison is in the sensory store, in which the term refers to the five senses of touch, hearing, seeing, smell, and taste. These five senses bring the information our brain. Usually, remains to a few seconds in our brain than we forget them. Hence, Harrison (2004, p.54) mentioned that these information either 'refused' or 'passed' to short-term memory, in which it removes 'unnecessary' information, to make a free space to the new coming information. This part of memory does not give attention randomly, but it selects the inputs. Generally, paying attention to the information received is set of 'cognitive process' in which the input is 'selected', 'controlled', and 'limited'. As well as Grabe (2009, p.68) stated the beneficial role of attention in reading comprehension, he said that: "attentional processing drives many cognitive processes that are critical for reading comprehension but they are also used for many types of cognitive processing beyond basic comprehension"

### **1.3.3 Short-Term Memory or (Working Memory)**

The second stage of storing information, is the short-term memory, the place in which, our things are recorded, and events are retained. This type of memory has a different way of storing the information. According to Smith (2004, p.98), the short-term memory or the "buffer memory", is particular attention given to what we have already in our mind. During the reading process, readers remember the last few words that they have read. In other hand, it functions on what we want to read at moment; Moreover, Smith emphasised that this part of memory has a significant role in reading, in which he said: "It is where you lodge the traces of what you have

just read while you go on to make sense of the next few words .It is where you try to retain facts that you want to commit to rote memorization” (ibid).

Grabe (2009, p.55) also, stated his point view that (memory resources) may not function correctly, if learners were not using their background knowledge ‘continuously’; ‘consequently’ they will face difficulties with reading comprehension. Also, these difficulties indicate certain “processing skills and knowledge-resources limitations that are specific to reading a given text”.

According to Harrison (2004, p.54) short-term memory, refers to ‘the limited length of time’, in which a piece of information remains in the mind between 15 and 30 seconds ,after that they are either ‘transformed’, ‘lost’ or ‘misremembered’. As well as he mentioned that, in the first stage of acquiring knowledge ,learners ‘manipulate’ their information at a sentence level ,by checking grammar an coherence ,then deciding about the appropriate information that should be sent to the long-term memory.

### **1.3.4 Long-term Memory**

In the long-term memory which refers to, the third place where our selected information are stored, after passing through sensory term, to the short-term then, to the last stage where it remains for long time. In this case the information is kept in our brain. Whenever we need them; memory recalls them in different ways according to once situation and this according to researchers like Harrison (2004, p.54-55) believed that long-term memory refers to reading comprehension, where he identified two types of storage in LTM: ‘declarative’, and ‘procedural’. First, declarative memory is the “knowledge of words and facts, knowledge that is capable of being brought into the open”; however procedural memory is all, about the ‘ordered knowledge’, which requires much effort to illustrate its meaning, he confirmed that “one may

know how to skim a stone over a pond: that is procedural knowledge”; this is a mathematical activity that has a specific technical manner to know its’ solution; for that reason both declarative and procedural knowledge work in the same time, in which each type of knowledge completes the other.

For smith (2004, p.100) long-term memory may contain a very great amount of information, which we perceive from the world around us. Moreover, Memory selects a small part of information according to once focus and attention in one time. Then LTM may store memories that are ‘neglected’, or ‘misremembered’, like an incident in the early childhood; they are remembered perhaps of an ‘old photograph’, or even because of an ‘odour’. In addition, smith (2004, p.109) made a distinction between both of long-term and short-term memory characteristics they are as follows in the table below:

	Short-term memory (working memory).	Long-term memory (permanent memory).
Capacity	limited	practically unlimited
Persistence	very brief	practically unlimited
Retrieval	immediate	depends on organization
Input	very fast	relatively slow

**Table 1:** characteristics of short-term and long-term memory. Smith (2004, p109).

## 1.4 Types of Reading

The reading activities differs from one reader to another .First, for example readers who practice reading since a long time, they have the ability to understand the written texts in quick and short time. In contrary to the novice readers who do not have enough knowledge

about the way they can understand the text .These differences can be classified according to the readers' objectives in the types of reading as follows:

### **1.4.1 Extensive Reading**

In this type, the reader tries to extract the general idea of text, for the sake of knowing its content. Day and Bamford (1998, p. 5), stated that the term 'extensive' were first used by Palmer in 1969, the scholar who said that "readers *attention should be on the meaning, not the language of the text*". Moreover, reading extensively means the readers make limits while reading and they concentrate more on the content instead of the relationship between the ideas, prepositions, and other language aspects.

Also, Day and Bamford have proved that Palmer had already mentioned that the initial purpose for reading is learning the language. However, "*because attention was on the content and not the language*" (1998, p.5, this means that we read the text in order to gather knowledge, and not for the language learning in itself. Moreover, this style of reading has another name given by Michael West who called it "*supplementary*" he said that it refers to "*the development to the point of enjoyment of the ability to read the foreign language*". 'Supplementary' reading describes the ability of the FL learners to have a good reading habit, as well as they will become motivated and active while reading in the foreign language, in addition it develops learners' desire to like the reading activity. (1926/1955, p. 26) in Day and Bamford (1998).

### **1.4.2 Intensive Reading**

In intensive reading, readers' usually use a deep concentration on the text they read, and their attention is directed to the structure details of the text, which needs effort and

concentration, for comprehending the literal meaning. Many scholars mentioned their different opinions, in which according to Palmer intensive reading is to:

*“take a text, study it line by line, referring at every moment to a dictionary and our grammar, comparing; analysing, translating ,and retaining every expression that it contains “.(1921/1964,p.111 in Day (1998,p.05). In such case, whenever we read in detail, we pay more attention. For Example, when reading an interesting novel with an attractive title, each time we want to read it again; more slowly and perhaps with a deep concentration, we usually try to take notes in each time, the same with intensive reading, in which we enjoy by our reading and we try to understand each word in the text. Hence, intensive reading allows us to get a detailed comprehension.*

## **1.5 Reading and Background knowledge**

For many psychologists, the beneficial way for learners to comprehend the written texts, is mainly presented in the schema theory conception. The view which consists of detailed explanation, about the role of using our background knowledge during reading in which according to many researchers there are two types of schema, formal, and content .

### **1.5.1 Schema theory definition**

First, according to An (2013,p. 130 ) the term “*Schema*” was used first in psychology by Barlett (1932,p.201) who defined schema as “*an active organization of past reactions or experiences*” However, for Rumelhart (198,p.34) schema is “*a data structure for representing the genetic concepts stored in memory*” in An 2013) .The concept schema was an explanation, of how readers make the link between words, sentences, and ideas that were fixed in the brain as background knowledge. In addition, An (2013, p. 130) stated that any written text is only a guide for readers to “*construct meaning from their own previously acquired knowledge*” .As

well as, he called such kind of knowledge the “*background knowledge*” or a “*prior knowledge*”, therefore comprehension, is basically conditioned by learners’ prior knowledge.

### **1.5.1 Types of schemata**

Grabe (2007, p. 165) introduced both types, formal and content schemata, and their effect on readers L2 second language developments on their comprehension of the text. Similarly, according to An (2013, p. 130-131), two different types of schemata have been suggested by (Urquhart and Weir, (1998, p.71) as follows:

#### **1.5.2.1 Formal schemata**

According to Carrel and Esterhol (1983,p.80), formal schemata is a “*background knowledge of the formal rhetorical organizational structures of different types of texts*”( in An (2013) .In other words , Richard et all (2000,p. 405) , assumed that it is ‘a schema file underlying structure’ that is related to any kind of text and discourse that are distinguished by the linkage between the topic , preposition ,and other information which formulates one unit (in An (2013). In other words, a formal schema is a structural form of a connected sentences and ideas, which formulate the whole text, where readers use their experiences, and knowledge to interpret the relationship between all of them.

Grabe (2004, p.165) defined formal schemata that it “*represent the readers’ knowledge relative to the language, conversations, and rhetorical structures of different types of text*”; in addition to what have been said, *whenever* learners’ background knowledge is used, their reading comprehension is developed, and the more it makes them learn new vocabularies while reading; but the ignorance of such kind of knowledge leads to the lack of comprehension.

### 1.5.2.2 Content Schemata

A Content schemata refers to the knowledge about the content of the text, it is a “background *knowledge of the context area of the text*” (Carrel and Esterhold (1983, p.80) in An (2013), and it represents connected ideas, parts of the text according to An “*contains conceptual knowledge or information about what usually happens within a certain topic, and how these happenings relate to each other to form a coherent whole*” (2013, p. 130).

However, according to Alderson (2000, p. 43) that ‘many psychologists’, ‘applied linguists’ and ‘educationists’ who were alike interested in exploring content schemata. The classic studies by Rumelhart (1980, 1985) and Bransford et al, (1984) they have shown that knowledge about the content has an important role in reading and the deficiency of knowledge leads to misunderstanding. They assumed that background knowledge has nothing to do without being activated by the readers themselves, in which we deduce the importance role of using our information, and experiences when we read. Hence, background knowledge has a very positive effect on our comprehension. And that “*the more familiar version was better recalled*” (2000, p. 43). So, Knowledge about the topic or the subject component of the content schemata determines comprehension and misunderstanding.

Alderson (2000, p. 44-45) explained that the value of schema theory is that it explains how new information ‘integrates’ with old. Whereas it is difficult a new information to be integrated with non-existent information. “Thus *subject matter familiarity might be expected to have a facilitating effect*”. Moreover, knowledge of the world is one of content’s schemata components, this type shows how ones’ knowledge related the world. Therefore, and the classical example of Rumelhart clarifies, what is meant by such type of knowledge “*The police held up his hand the car stopped*” Rumelhart (1985) in Alderson (2000,p. 44-45)

It is meant by the above example, the car has a driver, and that when the policeman holding up his hand, the policeman gave the order to stop the car. Such information is not stated, but the readers already know such information, because “*it is part of our knowledge of how the world works*” .Also, it is obvious that the car has a driver, and the policeman holding up his hand. In which, in this case readers they are making inferences by their mental ability. Moreover, it is impossible for writers to write everything about the situation. Thus, “*the activation of world knowledge is fast and automatic*”, and its absence leads to a slow comprehension, so the above information about both formal and content schema lead us to deduce that they are essential on readers’ comprehension.

## **1.6 Reading comprehension**

Learning a foreign language, especially the English language requires EFL students comprehending the knowledge being learned; otherwise it may cause ambiguity to them. Therefore, successful reading is based on the comprehension of a written text .However; the absence of comprehension leads to lack of knowledge .And FL learners will become discouraged to develop their language learning. That necessitates knowing the effect of comprehension, in improving the reading skill.

### **1.6.1 Definition of reading comprehension**

Reading comprehension is often defined by researchers as a way of interpreting the information in the text, and the mental ability of getting the meaning from the text during reading. Hence, Grabe (2009,p. 39) provided us with the idea of how reading works , in which he claimed that ‘higher level’ process which is unlike the ‘lower-level’, which is the processing to support reading comprehension. ‘Higher-level’ processes assume that “*the reader can direct his intentional resources*” and this kind of processes contains aspects which

act automatically while reading. But some difficulties may prevent its work. For example,” *reading to learn information for a test will likely lead a reader to attend consciously to linkages among main ideas in a text*”. In this case the text that is to be comprehended is already placed for a specific need.

## **1.6.2 Reading comprehension components**

Harris and Graham (2007,p. 9-10-11-12), see that reading comprehension, involves more than understanding the written text , and it is “ *a multicomponent highly complex process*”, in which many interactions are involved, between the reader and the text by using their background knowledge . Moreover, ‘cognitive’ process is one of the main components of reading comprehension, which investigates how comprehension process works while reading. In the case where Irwin (1991) described five basic comprehension processes that are completing each other, also the processes “*that work together simultaneously and complement one another*”; the components are as follows:

### **1.6.2.1 Micro-processes**

The component which involves “chunking” that is meant grouping meaningful sentences; it requires the reader to understand the syntax and vocabulary. Irwin’s (1991) proved his idea in which he said in the following sentence “*Michelle put the yellow roses in a vase*”. In this sentence it is impossible for the readers to separate between yellow and roses, but instead they have the ability to see that both of the yellow roses together .As well as, one of the micro-processing aspects is the ‘selective recall’, this process is based on readers’ decision about which details are important to remember, in which the readers they have an objective from their reading, therefore they check the information according to their significance in the passage where these detailed information help them to ‘recall’ all what they read easily.

### **1.6.2.2 Integrative processes**

Integrative processes refer to the ability of inferring the relationship among clauses. This process involves ‘sub-skills’ which includes the ability “*to identify and understand pronoun referents, and being able to infer causation or sequences*”. These sub-skills are applied in the following two sentences “*Michelle quickly locked the door and shut the windows, he was afraid*” .with the two sentences, the readers are automatically guess that the pronoun “*he*” refers to Michelle, also they make some assumptions about the reasons which made him to do so, for example, they say that he locked the door and shut the window because he was afraid.

### **1.6.2.3 Macro-processes**

In this component, Irwin viewed that the more readers’ ideas are organized in a coherent way, the more they understand and remember easily, in addition to the readers’ ability to remember the important information, and they have the ability to delete the less important one Therefore, good readers comprehends easily, and they benefit from the ‘organizational patterns’ provided by the author such as , a ‘story map ’that includes characters , ‘setting’, ‘the problem’, and other elements of the story.

### **1.6.2.4 Elaborative processes**

When we read, we make inferences between the text and our background knowledge, generally, “*we make inferences that may or may not correspond with those intended by the author*” .For example, the sentences provided above about Michelle, which we do not know the reason behind his fear, but we can predict them. In which we can say that perhaps someone had followed him home, or maybe he shut the window and locked the door because of the strong

storm. These inferences allow us to ‘draw upon’ information provided in the text or ‘upon our’ previous experiences.

### **1.6.2.5 Metacognitive processes**

*“Metacognitive is the reader’s conscious awareness or control of cognitive processes”.*

The readers’ use a monitoring processes, such as monitoring and understanding, they select what they remember, and they regulate the strategies used when reading .In addition, they use the metacognitive strategies such as reviewing ,and underlining important words , and other strategies which develops recalling their information .

From all the above elements provided by Irwin (1991), we deduce that reading comprehension is a complex process with its multicomponent, and each component has its role in improving learners’ comprehension.

## **1.7 Assessing Reading**

Based on Nation (2009, p.75) view, there are many reasons behind assessing reading: ‘encourage learning’, ‘assessing to monitor progress’ and ‘provide feedback’, ‘assessing to diagnose problems’, and ‘assessing to measure proficiency’ .As well as each reason has a goal to be reached. Moreover, successful assessment is based on three significant basics: first basic, the ‘reliability’ which includes, examining learners’ achievement through testing their knowledge, and marking their results. Second, the ‘validity’ which indicates what is being measured and why it is measured. Third, the ‘practicality’ tackles the quality of learners’ answers in their tests, and in which way they will be marked.

### **1.7.1 Motivating**

EFL students learn to gain knowledge about the English language, and to develop their level, in which they try to reach their goals in improving their academic achievement, and to be proficient learners'. However, most of the cases evaluating our knowledge becomes a habit for getting marks and this make most of the students demotivated to learn

According to Nation (2009, p.75-76) the informal assessment increases learner will to study, but learning for making a test is the most unfavorable way to learn. In which learners' success in the test is considered as an indicator of their interest to study. Furthermore, 'oral book reports'; that is considered as one of informal testing which involves learners work in a group discussing a book they have read in general without giving details in order to attract others attention and interest to read it. He concluded that "*the use of assessment as motivator has the aim of getting the learners to read so that eventually they will not need assessment to motivate them*" (ibid).

### **1.7.2 Measuring achievement**

Nation (2009, p.77) summarized his opinion about the learners fulfillment, in which he mentioned the way learners' basics and achievement are calculated. He viewed that 'measures of achievement' represent the quality of learning. For example, if the course is about reading academic texts, in this case learners will be measured according to their comprehension using academic texts .In addition, measuring requires high level of validity, so that learners are evaluated according to their performance; in which "*they should clearly look like what they are supposed to be measuring*".

## **Conclusion**

From this chapter, we have seen that reading is an important skill, which includes many processes that help students develop their comprehension, as well as it is useful way of getting knowledge. Hence EFL students they need to be aware about its advantages, and the techniques which allow them to be good readers; in which we deduce that there are many point of views, about its types, and its importance in improving learners' proficiency in reading comprehension. To sum up, the reading skill shouldn't be neglected, but appreciated because of its positive effect on improving the other language skills.

# **CHAPTER TWO**

## **Reading Strategies**

### **Introduction**

Successful reading requires different techniques and strategies, where many researchers in the domain of reading comprehension mentioned their different views about reading strategies, and their importance role on readers' comprehension achievement. In this chapter we will explore some of those strategies such as skimming, scanning, note-making and note-taking, think-aloud strategy, predicting and other strategies. And then we see reading styles such as slow and fast reading, silent and oral reading, and individualized reading. At the end of this chapter, metacognition and cognition in reading, where we will discover the role of the mental processes, and what is going in readers' minds during the reading processes.

## 2.1 Learning Reading Strategies

Before considering reading strategies, it is essential to mention learning strategies, and its important role in improving learners' understanding. Generally, strategy means the techniques, and steps readers follow to comprehend a text.

Different points of view show the definition of learning strategies, each one according to his field. For example according to Oxford (1990, p.08) she believe that reading strategies refer to the “*operations employed by the learner to aid the acquisition, storage, retrieval, and use of information*”, in which, reading strategies are specific actions used by learners in order to develop their learning process effectively (ibid). Also, Duffy (1993, p.232) said that “*they are plans for solving problems encountered in constructing meaning*” (in Richards and Renandya (2002, p.287). Hence, both of the previous definitions includes that reading strategies differ from one reader to another, and each reader has an isolated way to deal with his/her own reading difficulties, in which they follow the ways which help them to understand the meaning of the text, as well as to add new vocabularies to their knowledge.

Grabe (2009, p.202) viewed that readers who are more aware about the use of strategies while reading. He considered them as the type of readers who are ‘regularly’, and ‘automatically’ applying different strategies, and they are able to deal with them easily according to their purposes; also he added that: “*the strategic reader is also aware of his or her comprehension effectiveness in relation to reading goal and applies sets of strategies appropriately to enhance comprehension of difficult text*”. Other researchers like Afflerbach, Pearson and Paris (2008,p.2008) pointed out that strategic readers are able to use ‘alternative options’ to solve their reading difficulties by following some ways such as ‘slowing their reading rate’, ‘reread, or ask for help with new words’, and they considered as ‘problem solvers’ who are more competent in determining their reading gaps.

## **2.2 The Importance of Reading Strategies**

Reading strategies have a central role in developing readers' comprehension. Like what Willis, M.D stated in his opinion that "*successful comprehension is augmented when students have practice with strategies for monitoring their understanding, increasing their intrinsic interest in the text, and creating goals and purpose for their reading*" (2008, p.128) .That is to say from, the more students are well trained in using reading strategies, they gradually reinforce their motivation, as well as they increase their understanding.

The importance of reading also based on the teachers' role in the classroom, in which they motivate their students to practice reading, and the same time to have knowledge about reading strategies role in facilitating their understanding to the text. Hence, Duffy (2009, p.6) emphasized that teachers' role is to illustrate that skills and strategies, are only "stepping stones" of reading attainment. In which, they provide students by the experience, knowing their objectives or vision.

## **2.3 Reading strategies and comprehension**

Many debates were considered about reading comprehension and strategies; in which scholars such as Lymn, Pressley and Waller (1984, p.59) mentioned that good and poor readers are quite distinct from each other .They said that good readers are more competent in using reading skills, also expressing how do they employ them. Yet, poor readers are less competent and several difficulties may hinder their comprehension; such as they may be less able to modify the strategy they used to employ, besides they may be unqualified to guess the accuracy of their comprehension progress, in addition the lack of employing varied strategies, leads to lack of comprehension.

In other words, “*Reading is an active skill..., it constantly involves guessing, predicting, checking and asking oneself questions*” according to Grellet (1990, p.08), it means that reading is a vital process and due to its different strategies, readers may enhance their motivation ,as well it prevents them from passivity. In which, the reading skill make the readers active and more encouraged to get knowledge.

### **2.3.1 Skimming**

The strategy of Skimming is considered as one of the useful and essential technique, which refers to the quick reading, and that during reading readers attempt to obtain the general idea from the reading material. In which according to Grellet (1999, p.49) skimming is a quick movement across the reading material, for the sake of understanding the main points, and knowing the writers intention. Besides, “*skimming is therefore a more thorough activity which requires an overall view of the text and implies definite reading competence*”. Similarly, Smith added that reading quickly is an essential activity that should be done repeatedly; as well as through skimming readers acquire additional information, to their prior knowledge (2004, p.295).Skimming allow us to quickly find the general meaning of the passage, where we do not read word by word, but only extracting the main sense.

### **2.3.2 Scanning**

Similarly, scanning is a strategy which readers use as quick reading; for the sake of searching about specific information in the reading material, this happens when readers attempt to locate a specific term; going through the passage, and reading word by word. According to Grellet (1999, p.49) who viewed that during the scanning activity “*we simply let our eyes wander over the text until we find what we are looking for, whether it be a name, a date, or a less specific piece of information*”. That is to say, when scanning readers may not

realize the words they are checking, because this technique makes them read many words in short period of time with less attention. For example, checking a specific channel in the channel list, whereby we read many channel names till we find the intended one.

### **2.3.3 Note-taking and Note-making**

Note-taking and note-making, refer to a particular practice, which is often used for the sake of taking down words, or pieces of information gained from the reading passage. Yet, they are different, in which taking or making notes differ according to once way.

Moreillon (2007, p.12) viewed that unlike note-taking, note-making involves readers' own style in recording data, which requires passing them through their prior knowledge and experiences to choose the necessary points they need to take. As well as, it initials careful selection to the information taken to facilitate citing the sources; note-taking it deals with recording quotes, which necessitates taking the original notes. Hence, readers usually do not analyse or give priority to the copied information.

According to Willis, M.D (2008, p.147) taking notes is a strategy of summarizing the information, in which students employ the critical analysis. Usually for the sake of taking decision about what is important in the collected information, and what should be removed or integrated.

### **2.3.4 Predicting and Making Inferences**

Many researchers focused on the importance role of predicting as the most strategy, which used by readers to predict the coming information in the text then, making inferences about them.

Predicting refers to the key words (clues), in which readers guess the next information in the text. It has an effective role in activating the background knowledge; as well as it motivates readers to check their predictions' validity Klinger and Vaughn (2007, p.134).

Likewise, making inferences according to Philips, (1987, p.02) is an important strategy in reading comprehension, in which it is considered as the way readers use their brains, to get the meaning of the information. She stated that by her own words:

*“Inference is a cognitive process used to construct meaning. It is reasoning, a step from information in the text based upon generalization, explanation, or both, to what is offered as a conclusion. Inferring in text understanding is a constructive thinking process, because the reader expands knowledge by proposing and evaluating competing hypotheses about the meaning text in an attempt to progressively refine comprehension.”(ibid)*

Mereillon (2007, p.76) pointed out that strategies, predicting and making inferences are working in parallel, and that most of readers answer their questions by predicting or by looking to what author refers to from his text, in that way readers are making inferences from the authors’ writings. And that predicting is “*on line strategy*” and inferring strategy is “*between the lines*” they lead the readers to check whether their hypothesis are true or not. Prediction, based on readers’ guesses about the text, it involves their background knowledge. Inferring is going beyond the literal meaning by using ones’ own experience and background knowledge plus what is illustrated in the text. Through these procedures readers locate key words, or connecting points that make predictions or inferences, and finally detect the conclusions. Hence, making predictions and inferences before, during, and after reading motivates the readers to extract the exact meaning.

### **2.3.5 Monitoring, Questioning, and Re-predicting**

Getting the meaning from the text requires readers’ mental interaction with the reading text. According, Duffy (2009, p. 107) stated that good readers use three main strategies;

monitoring, questioning, and re-predicting, whereby readers check by themselves the validity of their predictions. Similarly, questioning is a process of checking whether the meaning make sense or not. In which, they usually pose the question “*Does this make sense? Is this what I had predicted was going to happen?*”, and then if the answer is “No”, the readers start new prediction, in which they activate ‘self-talk’, and each one talk to oneself “given *what I’m reading here, and my prior knowledge about information like that, what must I now predict is going to happen?*” .These mental processes immediately happen in the readers brain. In addition, it is easier for good readers to conduct these mental activities naturally; while poor readers face difficulty to imagine the correct meaning. This case they need to have information about the way they use these mental activities. Thus, “*monitoring, questioning, and re-predicting are the strategic heart of the comprehension process*”. That is to say, that the absence of knowledge about these strategies leads to lack of comprehension

## **2.4 Models of Reading**

Models of the reading process generally, express the way students’ use their knowledge to get the meaning from the text. Where the information constructed is based on the readers’ interpretation to the writer meaning. Usually, students try to interpret the written text, through different ways of understanding. Hence, there are readers who use their knowledge to comprehend the text, while others they learn information when they read, and then they build their knowledge. Thus, these different ways of gathering knowledge led the researchers to mention three main types of models: bottom-up model, up down model, and interactive model that is considered in the following points of view.

### **2.4.1 Bottom- up Model**

Bottom-up model is a process whereby readers build their understanding from the smallest unit letters and words to the sentences, like what Alderson ( 2000, p.201) stated in his definition that “*Bottom-up approaches are serial models, where the reader begins with the printed word, recognises graphic stimuli, decodes them to sound, recognises words and decode meaning. Each component involves sub-processes which take place independently of each other, and build upon prior sub-processes*”.

Harmer (1983, p.201) also mentioned that when the reader or the listener start reading the text, they often concentrate on the words and phrases, and then they link both elements together, in order to understand the text .Moreover, McGuinness mentioned the same idea (2005, p.405) he claimed that the proficient reader’s process each letter in a word in one time when their brain is selecting the appropriate words which nearly close to the right meaning. Besides, Grabe ( 2009,p. 89) said that according to bottom-up models reading is seen as ‘mechanical process’ that make readers decode the text ‘letter by letter’, ‘word by word’, and ‘sentence by sentence’. During this ‘mechanical’ process, readers interpret the information with less relies on their background knowledge (2009, p.89). In other words, readers they give less attention to their knowledge, and they focus on the information of the text.

### **2.4.2 Top-down Reading Model**

According to Harmer (1983, p.201) in the top-down process, both readers and listeners try to get the general idea from the text, by using of their background knowledge for the sake of predicting the meaning .Also, An (2013, p.134) supported Harmer s’ idea, he said that top-down model refers to when the readers activate ‘the high level schemata’, in which they guess the general image of the text, and then they check their predictions validity. Similarly,

according to Grabe (2009, p.89) top-down models, make the readers check their understanding, their ‘goals’, ‘expectation’, ‘and strategic processing’. These models are considered as an important feature which indicate that readers they use their background knowledge to confirm their expectations. As well as, during this confirmation they move their eyes across the text to ‘find the relevant information’.

Tracey and Morrow (2006, p.149) mentioned that top-down models are based on the knowledge readers borrow to the text, which refers to their background knowledge and not the information given to them by the text. Moreover, readers’ background knowledge is based on different sources which involves ‘knowledge about the topic’, text structure, sentence structure, vocabulary, and knowledge of letter-sound correspondences’. These sources are used by readers’ when they guess, and make assumptions about the content of the text. Moreover, the reading process for readers will become ‘rapidly’ and ‘smoothly’ developed when their guessing and assumptions are the same to the ‘upcoming text’. However, if they are not, in this case readers’ become slow and they will rely on information of the ‘actual’ text.

### **2.4.3 Bottom-up vs top-down model**

Both bottoms-up and top-down models are different in many ways. In which many researchers made a distinction between them .For example, for Grabe (2009, p. 201) the difference between these two models is that in the top-down model readers’ use their knowledge or experience to guess the meaning of the text. While in bottom-up readers’ use the information of the text to know the meaning; in which he said in more detailed way that *“in metaphorical terms this can be linked to the difference between looking down on something from above- getting an overview-and, on the contrary, being in the middle of something and understanding where we are by concentrating on all the individual features. It*

*is the difference between looking at a forest, or studying the individual trees within it*". Likewise, Smith (2004,p.234) mentioned that top-down is nearly the same to 'inside-out', which means that the reader make predictions to check the meaning ,inside his brain then he put them out during reading. However, bottom-up is 'outside-in' which means that readers take the information from the text which is from the outside (the text) to their brains.

#### **2.4.4 Interactive Reading Model**

Interactive models, according to Grabe (2009,p.89) refers to the interactive processes between bottom-up and top-down models that make readers make a combination between them by dealing with the information of the text , and using their background knowledge to reach the meaning, in which the processes that can be found during the use of this models and how it consist about both of bottom-up and top- down models, he said that "*... for example, it might be proposed that word recognition and syntactic parsing strategies need to be fast and automatic, and both of these processes contribute to the comprehension of the text ; that context background knowledge need to be strong supports for both of these lower- level processes; and that predictions an inferring work to improve the efficiency of word- recognition process*". In other side, for Tracey and Morrow ( 2006,p.157) there are four types of processes during reading, within the interactive model: 'orthographic processor', 'syntactic processor', 'lexical processor', and 'semantic processor', where they mentioned each process and its role during the reading process, they said that "*...the orthographic processor that handles visual input, the syntactic processor that handles word order within sentences, the lexical processor that handles word meaning, and the semantic processor that is responsible for overall message construction*". Thus, we deduce the three models bottom-up, top-down and interactive models they have a complementary role in improving readers understanding.

## 2.5 Reading Styles

Readers have different ways of reading; those who prefer reading individually, and others in groups. Also they spent different times in reading; those who read for long period of time, and those who read for just few minutes. Hence, reading process consists of different readers' styles according to ones' own favourite, in which Brown said that "*Styles are those general characteristics of intellectual functioning and personality type, as well) that pertain to you as an individual, and that differentiate you from someone else*" (2007, p.119).

### 2.5.1 Slow and Fast Reading

Smith (2004, p.87) stated that slow and fast reading are two different memory processes; "*comprehension demands relatively fast reading but memorization slows the readers down*". That is to say, understanding a text does not require using more effort, but it needs fast reading. However, storing the information make the readers slow down their reading.

David introduced that slow reading is an important tool for successful reading, in which "*reading better means reading more slowly*". (2013, p. 1). That is to say, it is a way that readers' improve their comprehension through careful reading; as well as, they learn to use more attention to reading. In contrary, according to Klinger and Vaughn (2007, p.5) reading slowly means that readers face difficulties in decoding words, which diminish their reading ability; also, it has a negative impact on reading comprehension that prevent them to read widely.

## **2.5.2 Silent and oral reading**

Silent reading “*is the normal and natural way to read*”, in which the readers interpret the words immediately, and they get the meaning with no analysis or transformation to an oral reading. However, reading aloud, readers are required to understand what they are reading, and then they perform what they have understood Smith (2004, p.172). Besides, Willis, M.D (2008, p.59) reading aloud experience, requires students’ use to choral reading which aids them to read with more confidence. Likewise, Mikulecky (2005, p.5) oral reading does not lead to reading fluency, but people they may read aloud fluently with no comprehension.

## **2.5.3 Individualized Reading**

Learners used to follow their teachers gaudiness, in which they provide them with several instructions during their reading practices. Most of individual readers become more proficient, and independent in processing a text, for the sake of their ability of reading alone with no support of their teachers.

According to Sadoski (2004, p 111-112) individualized reading is based on comprehension and responses, plus decoding a text. In that way, readers learn to become more capable to improve their reading process through investigating different books. Moreover, Willis M.D (2008, p. 59) stated that individual reading refers to students who have trust and rely on their abilities, and they are able to get rid of anxiety.

## **2.6.1 Metacognition and Cognition in Reading**

Metacognition and cognition are two mental processes; they differ in the way of treating the reading process, in which cognition refers to the mental processes such as decoding and

remembering. While metacognition requires more complicated mental processes such as assessing ones' comprehension through diagnosing their own thoughts.

## **2.6.2 Cognition in Reading**

Generally, cognition involves memory, imagination, perception, and thinking. These processes produce knowledge about the world. Cognitive strategies in reading include readers' mental processes which aid them to realize what they read.

According to Lynn, Pressly, and Waller (1984, p.6) "*Cognition refers to the actual processes and strategies that are used by a reader. For example, when a child remembers something, memory processes per se are involved. When a child decodes a word, decoding processes per se are involved*". Likewise, Sadoski (2004,p.44) mentioned that the cognition domain is a mental process which includes retrieving or recognizing the data, comprehending them, and then developing the logical and rational processes like analysis, synthesis, and evaluation. Hedge defined cognitive strategies, he said they "*thought processes used directly in learning which enable learners to deal with the information presented in tasks and materials by working on it in different ways*".

Ehrman, Oxford 1990 and Ely 1989 in Aebersold and Field (1997, p.25), viewed that realizing different cognitive styles, involves that student employ unsuitable strategies, and teachers are aiding them to modify the strategy. In other words, Student whose style is to check the meaning of the text by word, they are unable to change to skimming or scanning strategies, as well as they face difficulty in extracting the complete meaning of the text. Hence, in this case, student they stop reading, look up words, ask questions, or get help.

### 2.6.3 Metacognition in Reading

Metacognition refers to human being knowledge about their thinking, through diagnosing the factors that affects the required information .Grabe viewed that metacognition “*refers to the knowledge and control that we have over our cognition processes*”. (2007, p.223) That is to say, metacognitive strategies are procedures which are followed to manage students’ ability when using reading strategies. Moreover, according to Duffy many psychologists argued that the term metacognition is commonly defined “thinking about ones’ thinking” or [...] “*becoming conscious of your mental processes when using skills or strategies*” (2009, p.54).

Alderson (2000, p.41) stated that metacognition affects reading progress, and that poor readers lack the awareness about reading strategies, they do not know the suitable time to use their knowledge, they are less able to make inferences, and they face difficulty to determine the whole form of the text.

Teaching metacognition strategies allow readers to mentally process the retrieved information. Readers’ employ metacognition whenever they need to determine their purpose for reading, then they apply their reading goals. These goals can be achieved when readers preview the print. During comprehension metacognition practice, student rely on several steps such as directing, modeling, scaffolding, and practicing for the sake of solving and choosing the adequate strategy for their comprehension problems Willis, M.D (2008,p.155).

## **Conclusion**

From this chapter, we can deduce that there are various techniques and strategies, readers' employ during, after, and before the reading process. And that they have several characteristics which differentiate between them, each one according to his/ her style, as well as to the role of mental presses in determining the readers who are more flexible when facing comprehension difficulties, and their ability to use other strategies that suit their reading situation. Hence, EFL learners they need to learn how to employ and apply them appropriately. In that way, reading allows them to reinforce their language learning. Thus, the absence of these strategies make them struggle to grasp and learn new vocabularies from the text.

# **THE FIELD WORK**

## **Data Analysis and Results of the Study**

### **Introduction**

This research is conducted to explore learners' reading strategies in EFL classrooms. The study is explorative, in which we aim to explore the importance of the reading skill in developing EFL students' learning progress, through investigating the difficulties EFL learners' face during the process of reading, and which strategies they use to read. Hence, previously we have seen in the first chapter the importance of the reading skill, in which we stated researchers' views about the important role of activating background knowledge, and cognition in developing students' comprehension; in the second chapter we have mentioned different reading strategies. In the present chapter we will present the analysis of the collected data which will allow us to answer the points that we have mentioned previously.

### **3.1 The Methodology**

In this explorative study we have administered, a think-aloud questionnaire to Master one literature and civilizations EFL students; the tool tends to collect data about learners' reading strategies they employ to read. Also this tool will help us in our investigation to know what the mental processes students activate when reading; these questions will be answered through the analysis of their responses, and then the results. The data gathering tool contains twenty five (25) questions that are divided into three sections: students' reading habits, reading strategies, and reading comprehension. A qualitative method will be followed in this investigation.

#### **3.1.1 The population and Sample**

The populations in this research are Master one student; specialty literature and civilization; English division at foreign language department Mohamed Kheither Biskra University. Master one students, are advanced learners, and we expect that they are more knowledgeable and aware about the importance of the reading skill, as well as we have chosen this specialty because teachers often ask their students to read novels and books in the form of research where they use different ways to reach the meaning, and this indicates that they are able to recognize different strategies they use during the reading process. Also, they are aware about their importance in improving their English language. The sample we have selected the whole number sixty five (N=65) students, who represent two groups.

#### **3.1.2 Description of the Think-aloud Questionnaire**

In the present study, we have chosen the questionnaire tool, because it gives more freedom to the students when answering the questions, in which they can choose more than

one choice, according to their opinions. In addition this tool helps us to gather other information. For example, when we ask them to add other suggestions, as well as EFL students will learn that reading process consists about many strategies that are often neglected or less used. Hence, the think-aloud questionnaire is adopted from Naàdji Khawla thesis 2016 that contains 25 questions that are divided into three sections:

### **Section One: Students' reading Habits (Q1-Q8)**

In this section, in Q1 students are asked whether they read in English or not. In Q2 the time students spend when reading; whether they enjoy or feel bored when they start reading, this allow us to know whether the reading skill is important or neglected . In Q3 the reasons that make students more motivated to read .In Q4 the factors which made the students read in English .In Q5 when students read in any time or only when their teachers asks them to do so. In Q6 the students' reading rate without being asked. In Q7 students in this question help us to know how often their teachers ask them to read. In Q8 how often students read when their teachers motivate to read.

### **Section Two: Reading Strategies (Q9 –Q19)**

This section includes different reading strategies that are classified within the questions' choices, in which in Q9 we asked the students whether they know reading strategies or not .In Q10 students are asked about the predicting strategy what they do before reading .In Q11 the ways students follow to extract information from the text; this question shows whether they use their background knowledge or not. In Q12 students' are asked how they process a text, in which the choices include the reading models they use when they read. In Q13 during reading how students deal with texts' words this question refers to using note-taking and note-making strategy Q14 how often students face unfamiliar words .In Q15

includes the ways students follow when they do not understand a word, they check the dictionary, ask for help ,or using the whole meaning in decoding these words. In Q16 how students read according to their styles such as, slow, fast or medium .In Q17 also this question refers to the reading styles, which involves how student often read in English; individually or I n groups. In Q 18 during reading process how student prefer to read; silently or orally, or both .In Q19 includes readers awareness about the important role of reading strategies in developing their comprehension.

### **Section Three: Reading Comprehension (Q20- Q25)**

This sections indicates students' comprehension difficulties when reading.in which Q20 we asked the students whether it difficult for them to understand an English text or not. In Q21 students are asked about the reasons which cause difficulty, if the answer is yes. In Q22 what are the strategies that are used when they face comprehension difficulties .In Q23 students are asked about the way they prefer to read when their teachers ask them .In Q 24 students are asked to give their opinions about making reading as module in the curriculum in which they will be able to learn its strategies, as well as they lean how to apply them. In Q 25 how the students evaluate their reading comprehension.

#### **3.1.3 The questionnaire Administration**

We have administered the questionnaire in the classroom during a lecture. We did not set the time to answer the questionnaire; we gave the students the opportunity to think carefully before answering the questions. The questionnaire were administered to the first group which consists of 35 students, and then to the second group in another lecture which consists of 30 students.

## 4.1 Students' Questionnaire Results and Analysis

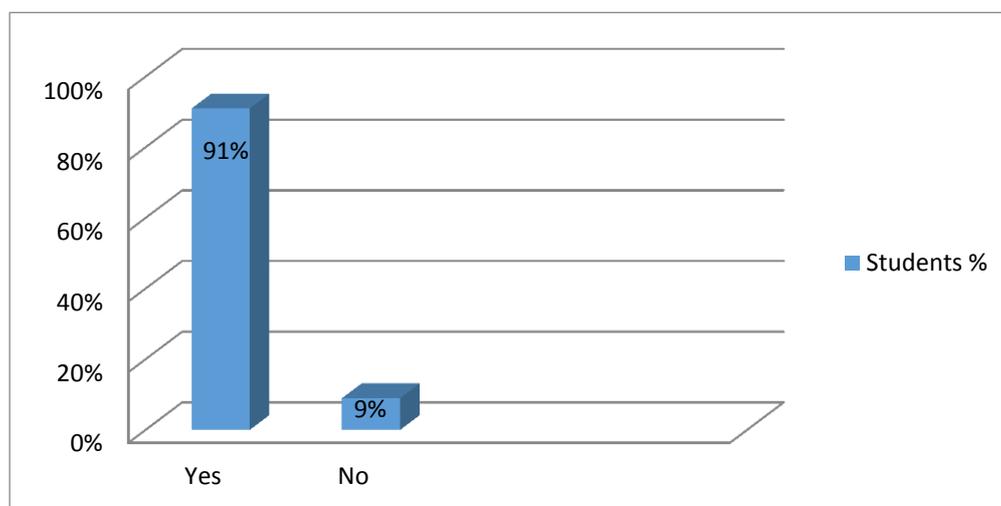
### Section one: Students' Reading Habits

**Question 01:** Do you read in English?

**Table 3.1:** Reading in English

Options	Number of Students	Percentage
Yes	59	91%
No	6	9%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Figure 3.1:** Reading in English



The aim of the first question is to check whether EFL Learners' are interested to read in English or not. In which, from students' responses, we have noticed that 59 students who represent (91%) of master one students read in English; it indicates that most of them are aware about the importance of reading, and that it helps them to develop their experiences and to discover new and beneficial ideas. Also, because English is their specialty, and they are more interested to make additional investigation about the English language, as long as they

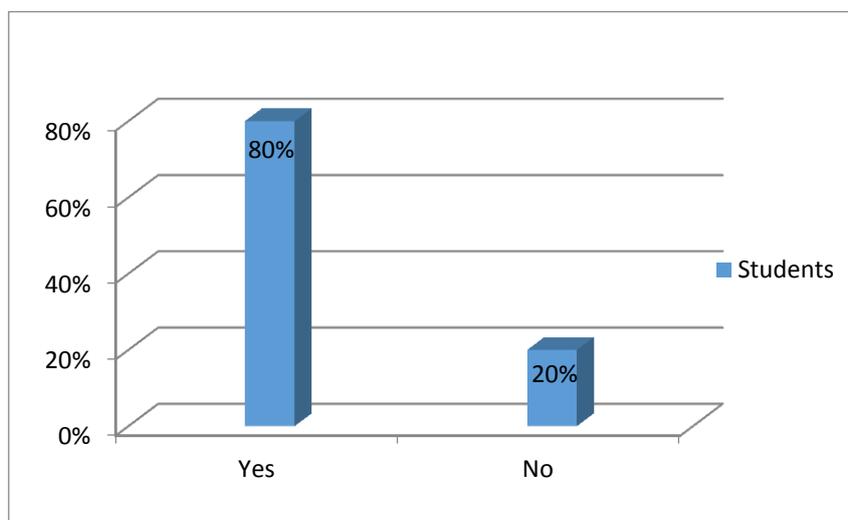
are concerned to learn about literature and civilization where reading allows them to discover these civilizations, their writers, and poets whose their work is to define their cultures and literature. In contrary, 6 students who represent (8%) do not read in English, we assume that this little number are less interested to read , and they think that reading is a waste of time ;so they do not like reading despite of its advantages on their learning. Another reason EFL students pay attention to develop the other language skills, in which they neglect reading .Also they may face comprehension difficulties when reading, which prevents them from reaching the intended meaning.

**Question 02:** Do enjoy the time spend in you reading?

**Table 3.2:** Students' Time Enjoyment when Reading

Options	Number of Students	Percentage
Yes	52	80%
No	13	20%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Figure 3.2:** Students' Time Enjoyment when Reading



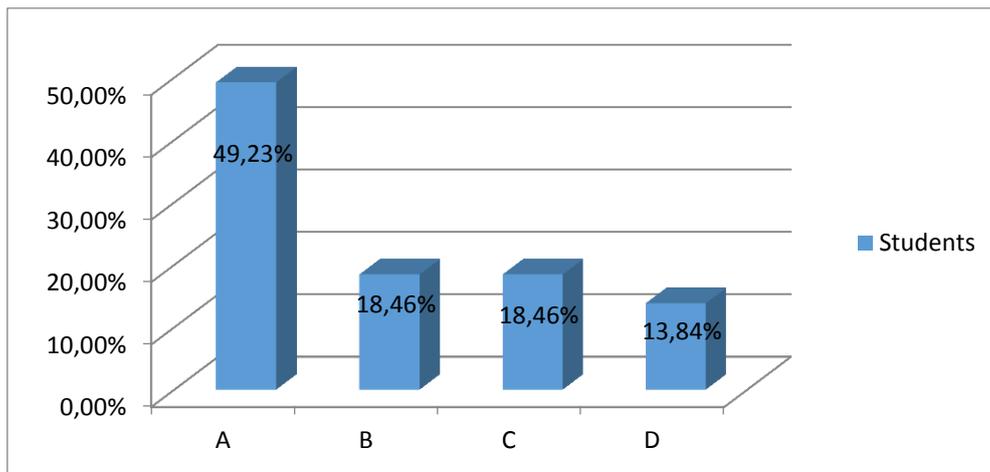
The aim of the question two, is to know to what extent students enjoy the time when reading in English .We have remarked that 52 from students have selected ‘yes’ they enjoy when they read this positive response shows that (80%) most of master one students they used to read in English, and it becomes a favourite habit for them; also they realize that reading makes them feel happy, which gives them unlimited information with attractive and different ways. However, 13 students respond with ‘no’ .That means (20%) from master one students feel bored when they read .In which, we probe that the main reason is that technology development led them to find that reading is not a pleasing activity, and they rely on reading only when they are asked to read a particular passage for specific purpose .so, they are obliged to do so and they feel that reading is boring and unbeneficial.

**Question 03:** What motivates you to read?

**Table 3.3:** Students’ Reasons of Motivation to Read

<b>Options</b>	<b>Number of students</b>	<b>Percentage</b>
a) The title is interesting	32	49.23%
b) The author is well known	12	18.46%
c) Someone told you about it	12	18.46%
d) Others	9	13.84%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Figure 3.3:** Students' Reasons of Motivation to Read



The aim of the question three is to check the reasons that make students motivated to read, we have remarked that (49.23%) from students have selected that they read because the title is interesting; which means it is the main reason which attracts them to read, and that because readers choose the topics they prefer, and close to their interest or specialty .Moreover, this number of students believe that the title of the book, reflects its content .Next, 12 students who represent (18.46%) ,mentioned that they read because the author is well known, which indicates that they used to read his/her books, because they like his/her style of writing, as well as they believe that the author is proficient in selecting the information they need. Another reason that students are willing to read, and discover all the author s' writings in other domains. Similarly, we have noticed that (18.16%) from master one students have chosen that they read because someone else suggested them reading a particular book. In this case probably students they do not read, so they have no experience about the type of the books they can read, in which they believe that they accept others' suggestion, so they follow them; moreover master one students have a common reason to read therefore they trust their friends' choices. Other reasons were suggested by 9 students, they represent (13.84%), two of them said that read whenever their teachers ask them; 7 students they emphasized that the

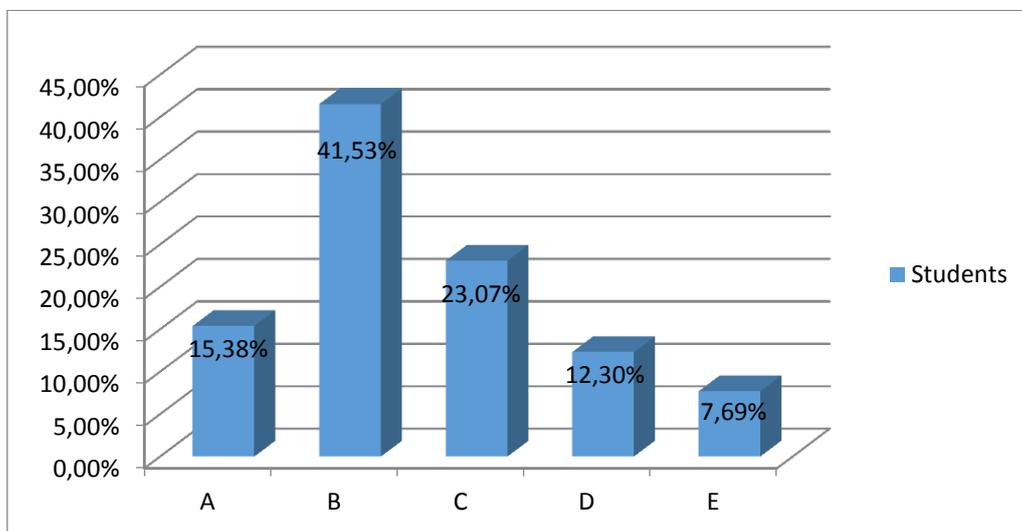
content of the book, is close to their specialty literature and civilization .In which we deduce that most of them read with all the previous options we mentioned to the question.

**Question 04:** Why do you read in English?

**Table 3.4:** Students’ Aim of Reading in English

Options	Number of student	Percentage
a) To get some necessary information	10	15.38%
b) To learn English	27	41.53%
c) For entertainment and pleasure	15	23.07%
d) Get more vocabulary items	8	12.30%
e) Others	5	7.69%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Figure 3.4:** Students’ Aim of Reading in English



The aim of the question four is to check the factors which make the students read in English. We have noticed that (15.38%) from master one students believe that they read in English to gather information about the use of this foreign language such as its rules (grammar), spelling (phonetics), and other helpful basics .Moreover, because the domain of

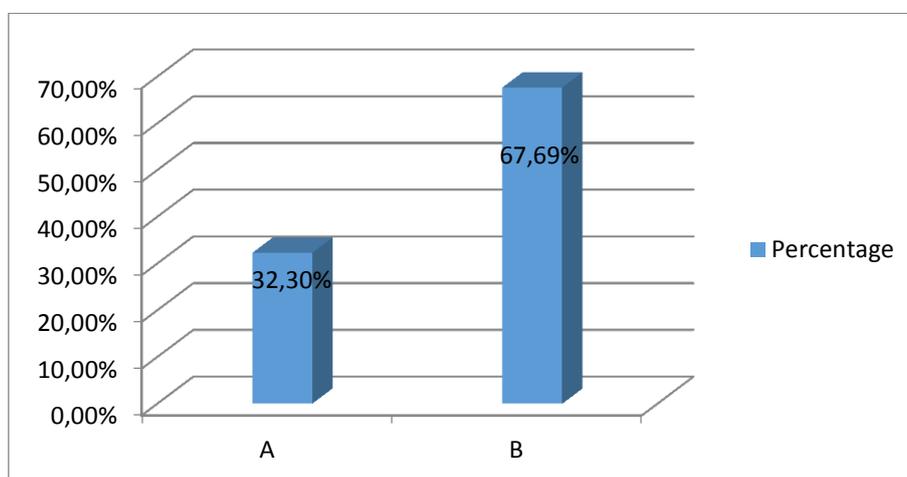
literature and civilization require them to gather the data, and reading gives them the opportunity to visit the English people cultures through their authors' writings. Next, we have remarked that most of the students (41.53%) mentioned that they read in English to learn English, which indicates that is the obvious reason that makes students read in English, and that reading provides them with the information more than teachers do in the classroom. (23.30%) read for entertainment and pleasure. The answers indicate that students consider reading a favourite habit .Unlike, reading whenever they are asked to do so. (12.30%) they read because they get more vocabulary items .That is to say, reading in English means a new vocabulary is stored in their memory, so they will be able to create new ideas and to develop their level. 5 students; (7.69%) they did not mention other reasons.

**Question 05:** When do you read in English?

**Table 3.5:** The Students' Time Reading in English

Options	Number of students	Percentage
a) Only when the teacher asks me	21	32.30
b) Whenever I have time	44	67.69
<b>Total</b>	<b>65</b>	<b>100%</b>

**Figure 3.5:** The Students' Time Reading in English?



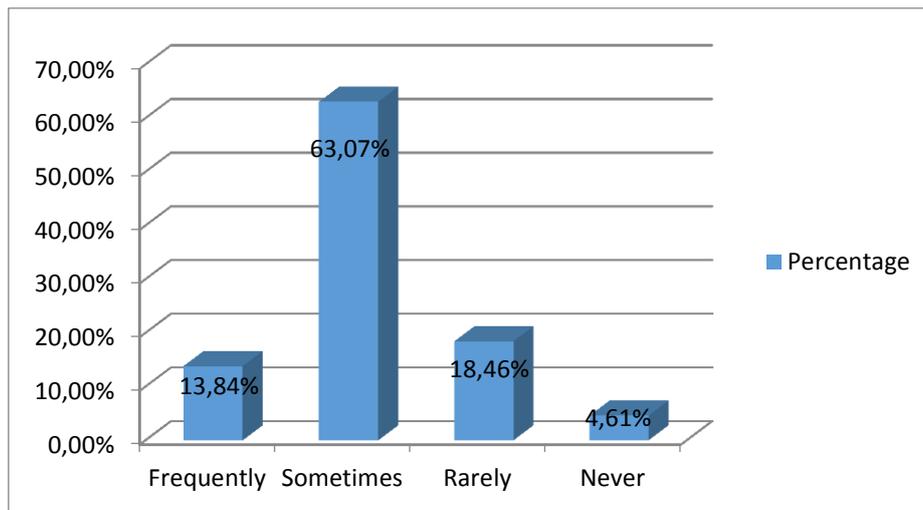
The aim of question five is to check when students read in English .And whether they read when they are asked, so they need others’ support, or they like reading, so they read by themselves. We found that (30%) of master one students read only when their teachers ask them, and this problem perhaps, because of students do not have time to read, and they need others encouragements to motivate to do so .Moreover, this type of students usually read to obey their teachers in order to reach a particular objective, hence they become less motivated, and whenever they try to read, it is difficult for them to comprehend, thus they do not like reading. In the second suggestion, most of students (69%) have answered that they read whenever they have time, this rate indicates a positive sign that master one students are aware about the significant role of reading, and that the majority of them are motivated students, and they like reading without their teachers requirement, outside of the classroom, and whenever they need to read.

**Question 06:** How often do you read without being asked?

**Table 3.6:** The Frequency of Students’ Reading without being asked

<b>Options</b>	<b>Number of students</b>	<b>Percentage</b>
Frequently	9	13.84%
Sometimes	41	63.07%
Rarely	12	18.46%
Never	3	4.31%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Figure 3.6:** The Frequency of Students' Reading without being asked



The aim of the question six is to know the students' reading rate without being asked. In which, we can see that the majority of master one students (63.07%) have selected 'sometimes' they read by themselves, that is to say, it is their choice and they do not wait others to advise them to read. This positive selection means that master one students are interested in reading; but maybe because they have a limited time, and that most of their time, is given to their study, so they do not have a specific time to read. Yet, this result remains a good sign for master one students. Other students (18.46%) 'rarely' read without being asked, which means that these students most of the time, need support to read, maybe because they used to read only when their teachers ask and motivate them to do so, in this case their reading is conditioned to reach some objectives, such as reading for a test, activity, and other purposes, otherwise, they are demotivated to read. Other students (13.84%) mentioned that they read 'frequently', which means that these students appreciate reading, and they are motivated readers, also they know that reading in the classroom, is not enough for them, so they try to read whenever they have free time ,and making additional practices. Moreover, only (4.31%) 'never' read without being motivated, this indicates that they extremely rely on

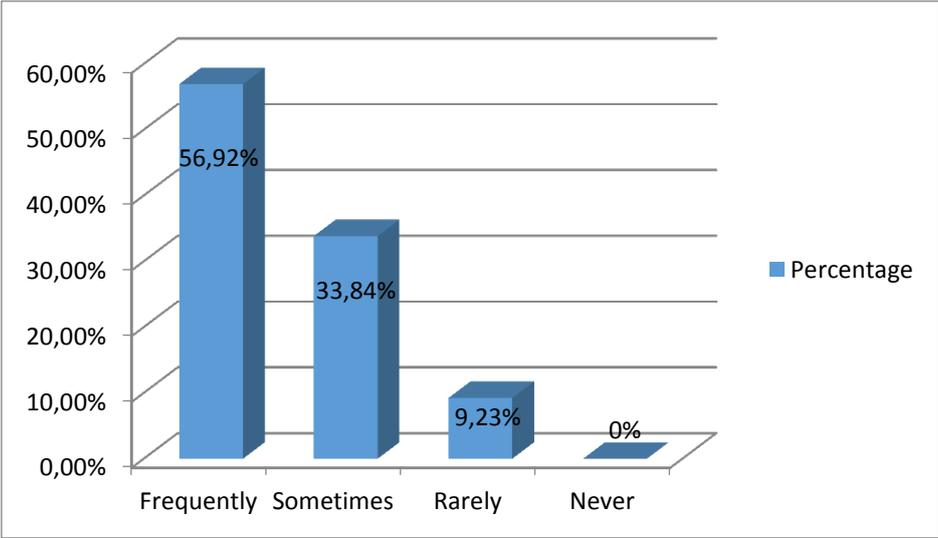
other encouragement, and they are unable to give themselves the opportunity to practice reading and to make effort to investigate its advantages.

**Question 07:** How often does your teacher encourage you to read?

**Table 3.7:** The Frequency of Teachers’ Encouragement

Options	Number of students	Percentage
Frequently	37	56.92%
Sometimes	22	33.84%
Rarely	6	9.23%
Never	0	0%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Figure 3.7:** The Frequency of Teachers’ Encouragement



The aim of the question seven, is to know how often master one teachers’ their encourage their students to read .we have found that (56.92%) form the students said that teachers are ‘frequently’ ask them to read, which means that teachers make effort to give their students instructions about the significance role of reading, and that they are aware about its’ advantages on learning the English language. Also, other students mentioned that ‘sometimes’ their teachers ask them to read, this indicates that maybe these students think that whenever their teachers ask them for one time per week this means that they sometimes ask them to do

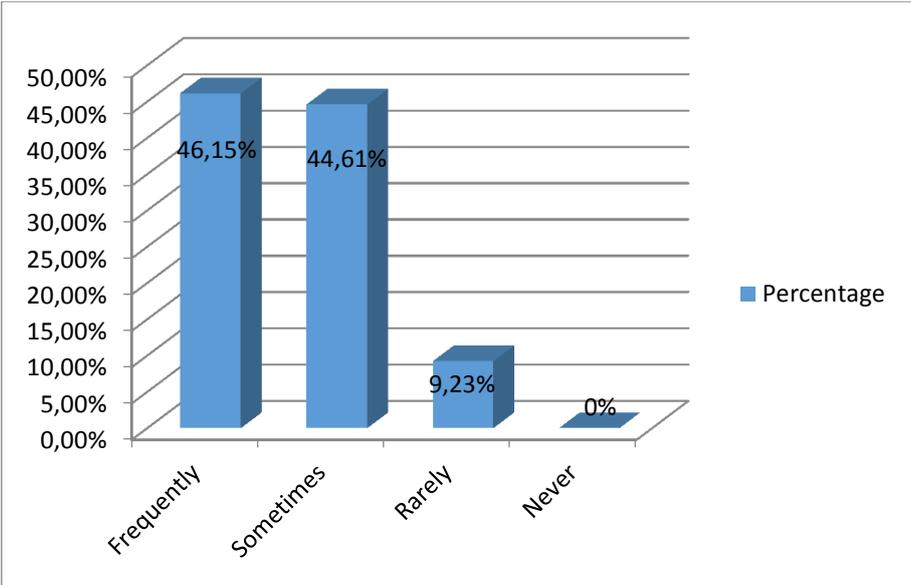
so. Other students (9.23%) have selected that ‘rarely’ teachers ask them to read; we know that master one students are devoted into two groups and they have the same teachers, maybe these students used to be absent most of the time, in which they have no idea whether their teachers ask them or not, or they are not interested in reading; also maybe they have chosen this option randomly without thinking. No respondents have selected ‘never’, it indicates that their teachers used to ask them to read, but because of their laziness, they do not take their teachers’ advises into consideration.

**Question 08:** How often do you read when your teacher asks you?

**Table 3.8:** The Frequency of Students’ Motivation when their Teacher ask them to Read

Options	Number of students	Percentage
Frequently	30	46.15%
Sometimes	29	44.61%
Rarely	6	9.23%
Never	0	0%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Figure 3.8:** The Frequency of Students’ Motivation when their Teachers ask them to Read



The aim of question eight is to check how often students' read, when their teachers motivates them .we have remarked that a positive response, in which (46.15%) from master one students said 'frequently' they read when their teachers ask them .These students believe that their teachers' encouragement has a positive influence on their level as students, and that they always read whenever they are asked, so they are motivated students, in addition ,their teachers consider them as an advanced learners who need reading to be proficient in their specialty literature and civilization, another reason that teachers are more experienced ,about the importance of reading skill on their students learning. Almost the same rate (44.61%) of students they selected that 'sometimes' they read when their teachers ask them, which indicates that these students see that from time to time they are asked to practice reading, but not always, in which we can say that they follow their teachers advice whenever they have time, especially when they recognize that they will be evaluated .Other students (9.23%) said that they 'rarely' respond to their teachers, maybe they do not have time ,or they have other responsibilities, they are work as teachers and they already have experience the way they practice reading easily, so practicing reading for them is their choice. No student has selected 'never' this indicates that in certain times only when they read but, it does not mean that they never read.

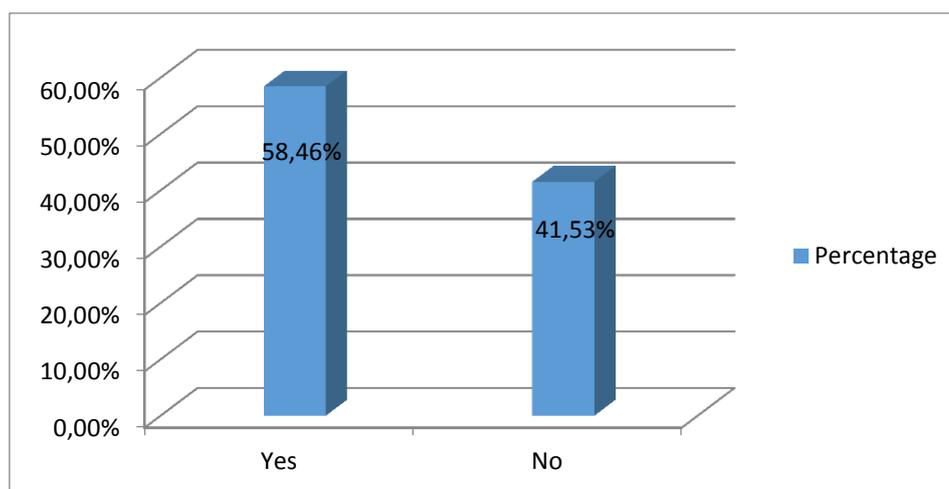
## Section Two: Reading Strategies

**Question 09:** Do you have an idea about reading strategies?

**Table 3.9:** Students' Knowledge about Reading Strategies

Options	Number of students	Percentage
Yes	38	58.46
No	27	41.53
<b>Total</b>	<b>65</b>	<b>100%</b>

**Figure 3.9:** Students' Knowledge about Reading Strategies



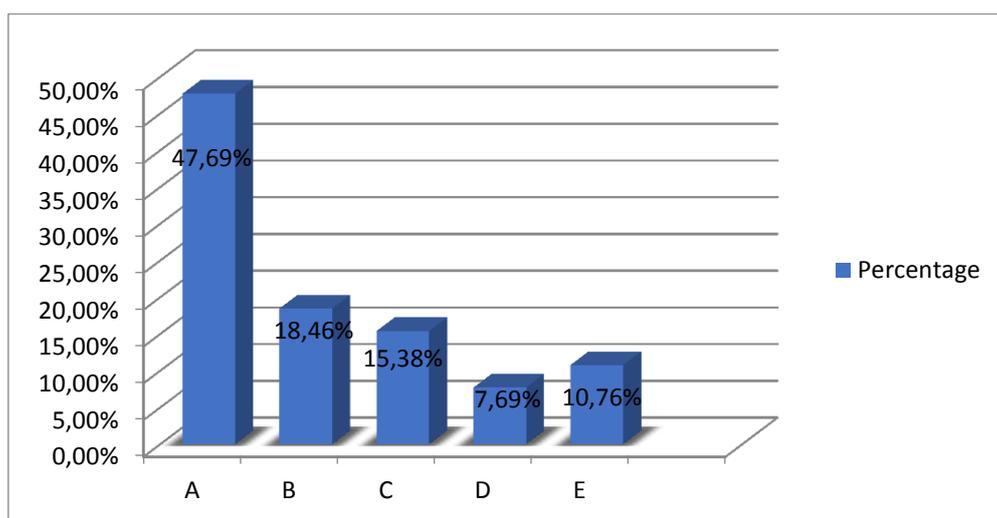
The aim of the question nine, which we consider as one of the main questions of this research, in which we check whether master one students know what is meant by reading strategies .We have noticed that (58.46%) most of students are aware about reading strategies, which means that they have the idea that they use reading strategies consciously or unconsciously, in which they follow some ways to understand what they read, even they do not know the difference among them. Other students (41.53%) agreed that they do not know these strategies, which means that totally no, also this lack of awareness has many reasons such as, reading strategies are no learned, and whenever their teachers ask their students to read, and rarely inform them what is meant by these comprehension strategies, as well the way they can use them to understand what they read .another reason that these students consider reading as simple process, and that it is not beneficial for them.

**Question 10:** Before reading the text, you?

**Table 3.10:** Guessing and Making Predictions

Options	The students	Percentage
a) Read the title to guess what the text is about	31	47.69%
b) Read the few first and last lines of the text	12	18.46%
c) Read the main ideas of each paragraph	10	15.38%
d) Predict what is going to be processed in the text	5	7.69%
e) Others	7	10.76%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Figure 3.10:** Guessing and Making predictions



The aim of the question ten is to investigate the strategy students' use before reading. We have found that (47.69%) from students selected that they read the title to guess what the text is about, in which these students check the title, which reflects the content of the book, this step indicates that they use their intentions to formulate an idea about what the content is about. The next suggestion (18.46%) of students unlike those who rely on the title; they read the few first and last lines of the text; so they read the introduction, which gives them the general idea about the topic, and they read the conclusion which usually includes the

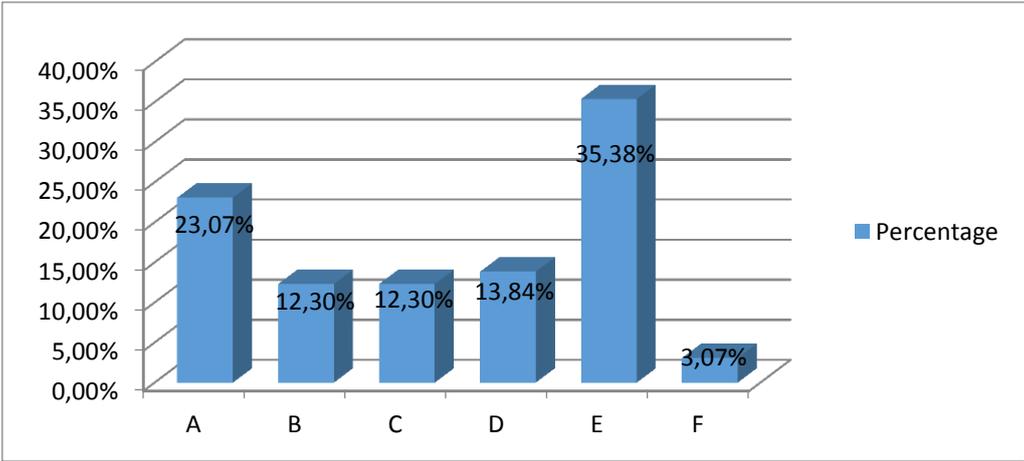
summary of the whole paragraphs .Other students (15.38%) predict what is going to be in the content of the text, it means they try to formulate the general idea in their minds before they start reading. For other students (10.76%) add other suggestions in which all of them said that they rely on the index of the book before reading.

**Question 11:** In order to get information from the text, you?

**Table 3.11:** The Ways Students Follow to Extract Information from the Text

Options	The students	Percentage
a) Look for the main idea (s) of the piece of writing.	15	23.07%
b) Read the headings only	8	12.30%
c) Use previous information having some relation with your text	8	12.30%
d) Go quickly through the text to get the information needed.	9	13.84%
e) Read the whole text to get a general idea	23	35.38%
f) Others	2	3.07%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Figure 3.11:** The Ways Students follow to Extract Information from the Text



The aim of the question elven is to check the ways students follow to extract information from the text. We have found that (23.07%) from students they get information

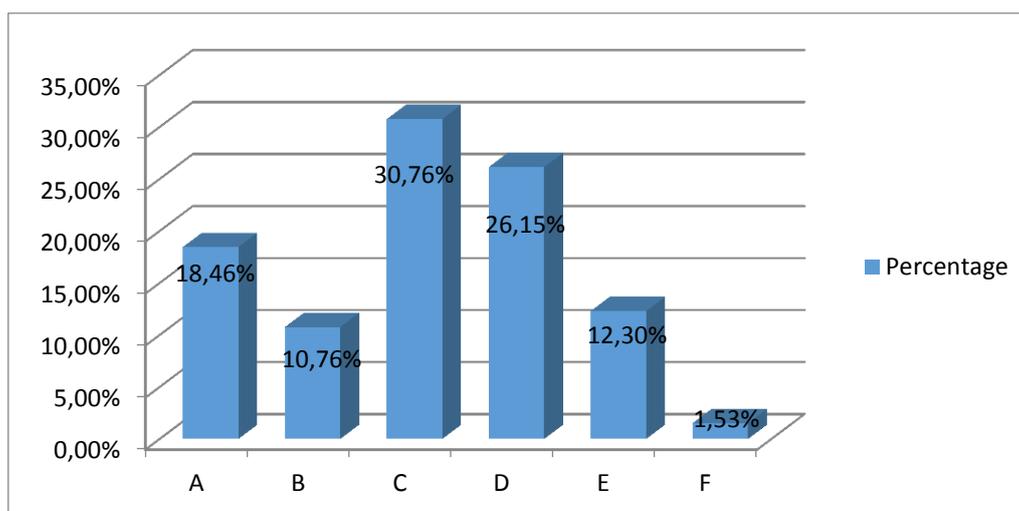
from the text by looking to the main ideas of the text then they get information easily; maybe because these students rely on the main points of the text which allow them to get the meaning, and maybe because they do not prefer to read in detail. Other students (12.30%) read the headings only to get the whole idea of the text, which means they do not need all the information of the text, headings are enough. Moreover, the same rate of students (12.30%) have selected that they use previous information having some relation with your text, which means that they tend to activate their background knowledge, so they use their experiences to gather information. Other students (13.84%) go quickly through the text to get information they need, hence they use scanning strategy in which they read quickly in order to get specific information without reading the text word by word. Moreover, most of students (35.38%) read the whole text to get the general idea, maybe these students face difficulty in understanding the text from the first reading, hence they need to read in detail, and word by word which help them to comprehend the text. Other students (3.07%) they did not mention other suggestions.

**Question 12:** How do you process a text?

**Table 3.12:** The Way Students Process a Text

<b>Options</b>	<b>The students</b>	<b>Percentage</b>
a) You start from what exist in the text	12	18.46%
b) You start from your own knowledge	7	10.76%
c) You read the text then go back to your prior knowledge	20	30.76%
d) You make a rapid look of the whole text.	17	26.15%
e) You read as you are making a conversation with the author	8	12.30%
f) Others	1	1.53%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Figure 3.12: The Way Students Process a Text**



The aim of question twelve is to check how students process the text, using the reading models. We have remarked that (18.46%) of master one students start from what exist in the text, this indicates that they used to follow bottom-up model in which they can easily find the meaning through words of the text. Other students (10.76) start from their own knowledge, in which they bring their knowledge to the text, which means that they follow top-down reading model, and that create the meaning by what they already know. However, most of the students (30.76%) agreed that they go back to prior knowledge, which means that they rely on the interactive reading model where students are considered to make a balance between processing the text, and then they use their knowledge to guess that they comprehend the text. Other students (26.15) they make a rapid look of the whole text, this indicates that students use scanning strategy to process the text, maybe they have a limited time to read, so they prefer to get the general information they need in a short time; another reason that maybe these students not interested to read in a detailed way. Other students (12.30%) said that processing the text is like making a conversation with the author; this indicates that students concentrate on what they read, because they are interested, as well as they want to reach the meaning of the author. In addition, this way refers to think-aloud strategy, in which the

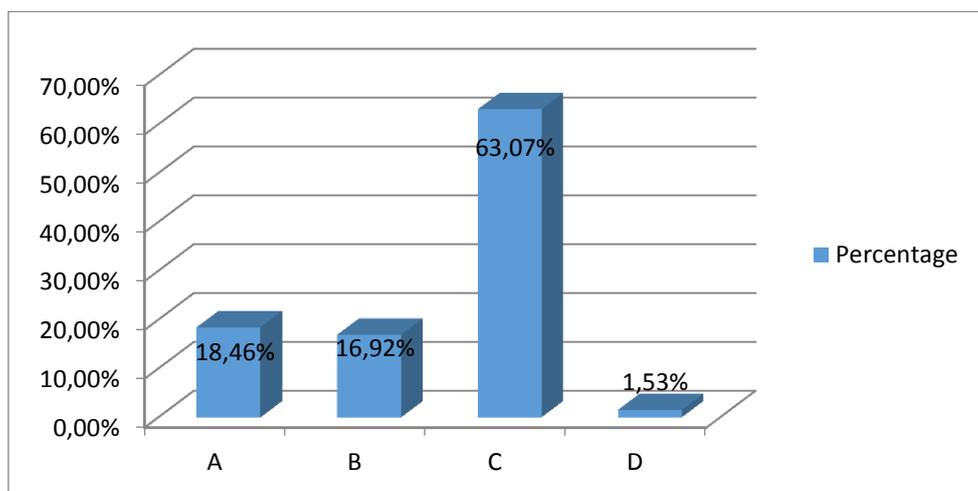
readers they share, and develop their knowledge with the author's ideas. Only 1 student (1.53%) he/ she did not mention another suggestion.

**Question 13:** During reading the text you think?

**Table 3.13:** Students' Dealing with the Text s' Words

Options	The students	Percentage
a) Every single word in the passage is important for comprehension	12	18.46%
b) There are unnecessary words for comprehension.	11	16.92%
c) Key words are important for understanding the whole text	41	63.07%
d)Others	1	1.53%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Figure 3.13:** Students' Dealing with the Text s' Words



The aim of the question thirteen is to check how students' deal with texts' words. We have noticed that (18.46%) from students have chosen that during the text they think that every single word in the passage is important for comprehension, in which these students read word by word to comprehend the meaning .This means that they are poor readers, and face difficulties to comprehend a text. Next, ( 16.92%) said that during the reading the text there are unnecessary words for comprehension, which means that they extract only the necessary

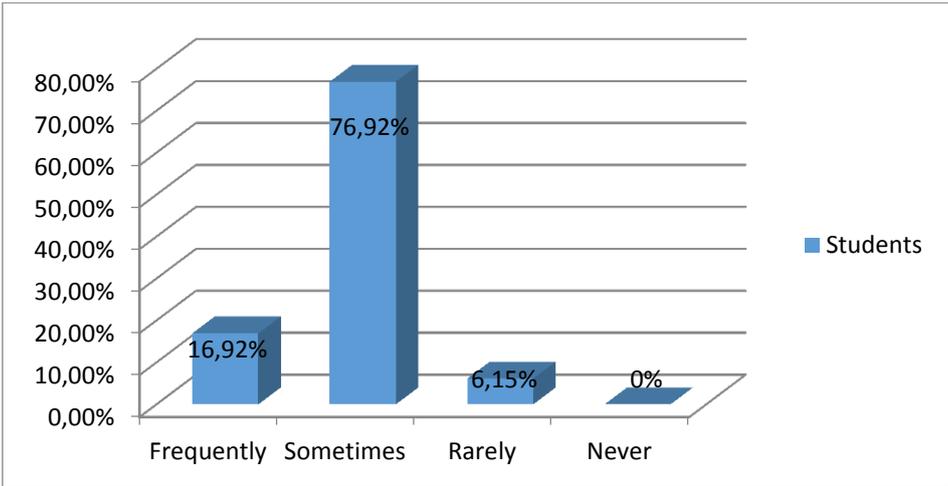
words, and that they neglect the unneeded words which may not allow them to get the meaning. However, the majority of master one students (63.07%) believe that the key words are important for understanding the whole text, which indicates that students understand the text easily through the key words; which help them to create an image about the content of the text.

**Question 14:** How often do you encounter unfamiliar words?

**Table 3.14:** The Frequency of Facing Unfamiliar Words

Options	Number of Students	Percentage
Frequently	11	16.92%
Sometimes	50	76.92%
Rarely	4	6.15%
Never	0	0%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Figure 3.14:** The Frequency of Facing Unfamiliar Words



The aim of question fourteen is to know how often students find unfamiliar words .We have found that (16.92%) from students’ mentioned that ‘frequently’ find unfamiliar, which

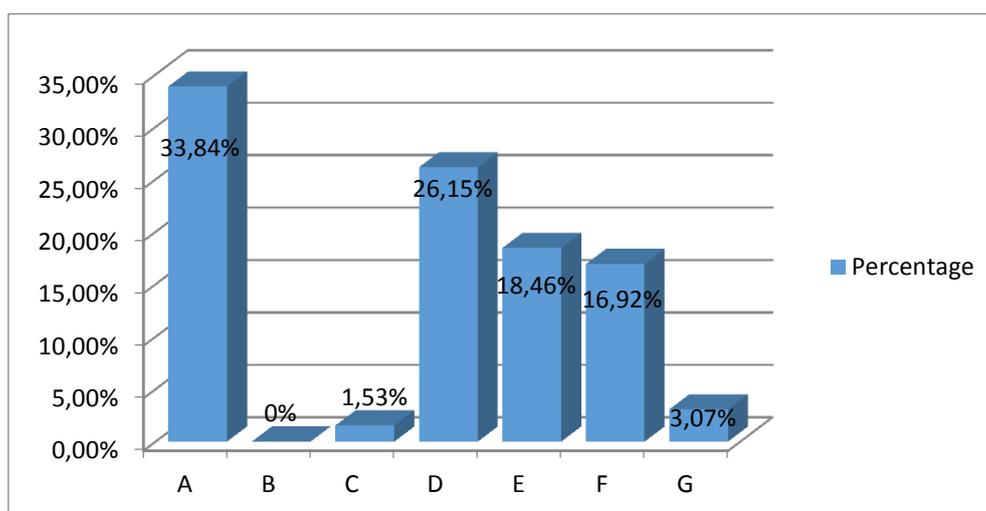
means that students were not exposed to read, and have a poor knowledge, and shortage of vocabulary, these reasons make them see that reading in English is a complex activity. Moreover, we have remarked that most of the students (72.92%) said ‘sometimes’ find unfamiliar words which indicates that are accustomed with such words and they have the ability to deal with them. Since, they are specialized in learning the English language. Moreover, it depends on the writers’ styles whether they are difficult to understand their words or they are easy. Only (6.15%) of students said ‘rarely’ this indicates that they are good readers and used to read for a long time. So, they have good background knowledge that is full of different vocabularies.

**Question 15:** If you don’t understand a word, you?

**Table 3.15:** Strategies of Controlling Vocabulary Difficulty

<b>Options</b>	<b>Students</b>	<b>Percentage</b>
a) Look for it in a dictionary	22	33.84%
b) Ask your instructor	0	0%
c)Skip it because you think it does not disturb comprehension	1	1.53%
d) Guess what the word might mean according to its context.	17	26.15%
e) Use grammar to guess its meaning	12	18.46%
f) Guess its meaning according to the whole meaning of the sentence	11	16.92%
g) Others	2	3.07%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Figure 3.15: Strategies of Controlling Vocabulary Difficulty**



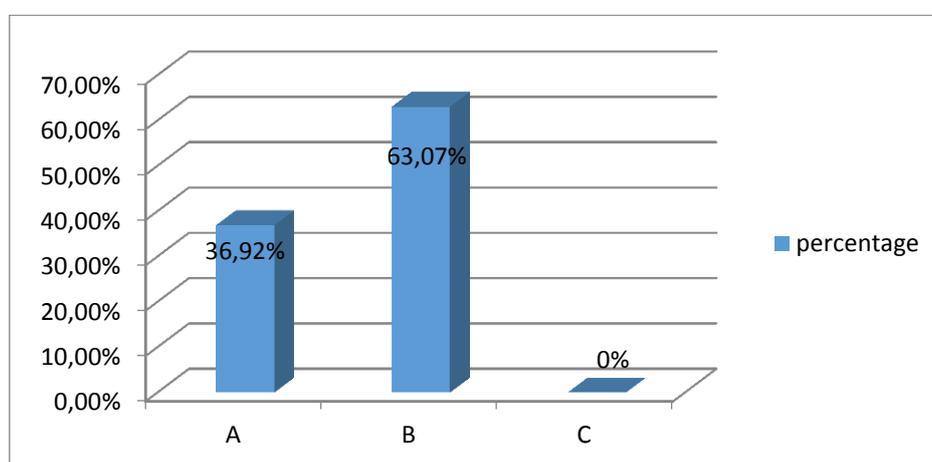
The aim of the question fifteen is to know the ways students follow when they do not understand a word. We have noticed that most of the students (33.84%) look for the unfamiliar words in the dictionary, which indicates that whenever they read and find a difficult word, they stop reading and they look for it in a dictionary to get its' meaning. Also, we all agree that literature and civilization includes difficult words, particularly poems or novels, which may cause students to feel bored to continue reading. No one (0%) from the students selected that they ask their instructor or teacher, maybe because of anxiety, lack of confidence, or they think that even their teachers they do not know them. Only 1 student mentioned that he/she skip it because it does not disturb comprehension, which means that he/she has the ability to reach the meaning of the text, without need to check the meaning of the unfamiliar words each time. Also, (26.15%) of students guess their meaning according to its context, in which students in this case they make inferences to the context, in order to know what the unfamiliar words mean. Other students (18.46) use grammar to guess its meaning, in which they know that the word meaning is based on its' position in the sentence; other students (16.92%) guess its meaning according to the whole meaning of the sentence, which indicates that they get their meaning from the key words which precede the unfamiliar words. And only (3.07%) from students mentioned the same solution of the question.

**Question 16:** During the process of reading, you read?

**Table 3.16:** Students' Reading Styles

Options	Number of students	Percentage
a) Fluently as you speak	24	36.92%
b) Slowly	41	63.07%
c) Fast	0	0%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Figure 3.16:** Students' Reading Styles



The aim of the question sixteen is to check how students read according to their styles such as slow, fast, or medium. We have noticed that (36.92%) of students read 'fluently as they speak', which means that they are good readers, they can pronounce and spell the words easily, so reading for them is like speaking, and that they like reading because it gives them more knowledge, and vocabularies to speak fluently, therefore they like reading. However, the majority of students (63.07%) read 'slowly', which indicates that reading in English it is a difficult process, therefore they need to understand the meaning of each word in the text, in order to reach the intended meaning of the writer; or they read slowly because it is their

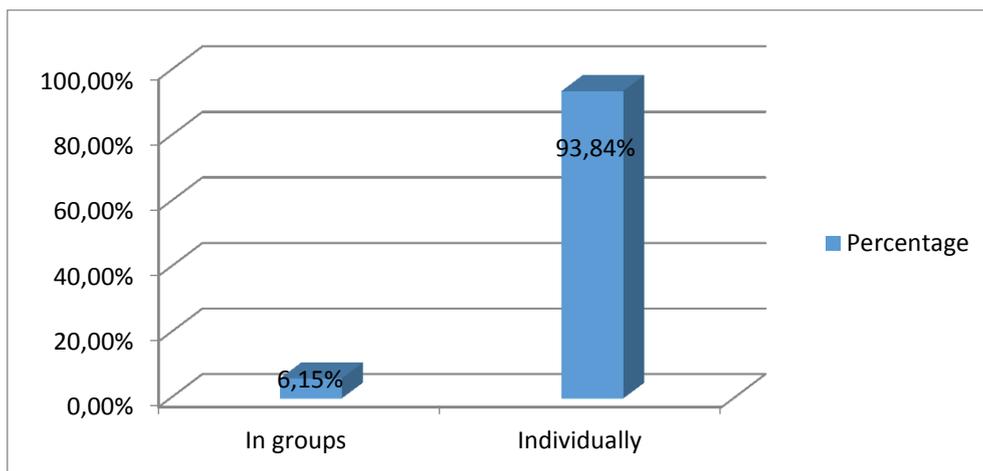
favourite style which gives them opportunity to enjoy with the text words. Master one students are not ‘fast’ readers, and they prefer reading slowly.

**Question 17:** How do you often read in English?

**Table 3.17:** Individual and Group Reading

Options	Number of Students	Percentage
a) In groups	4	6.15%
b) Individually	61	93.84%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Figure 3.17:** Individual and Group Reading



The aim of question seventeen is to check how often master one students prefer to read in groups, or individually. We have remarked that (6.15%) from students like reading in groups, which indicates that these students believe that reading in groups is the way to exchange, and learn new information, or maybe because of their teachers they used to ask them to practice reading in groups using think-aloud strategy where they share ideas with their classmates through practicing reading orally, this strategy make all the number of the group know what the others think, also it develops students comprehension. In contrary, most of the students (93.84%) read in English ‘individually’ which means that reading alone makes

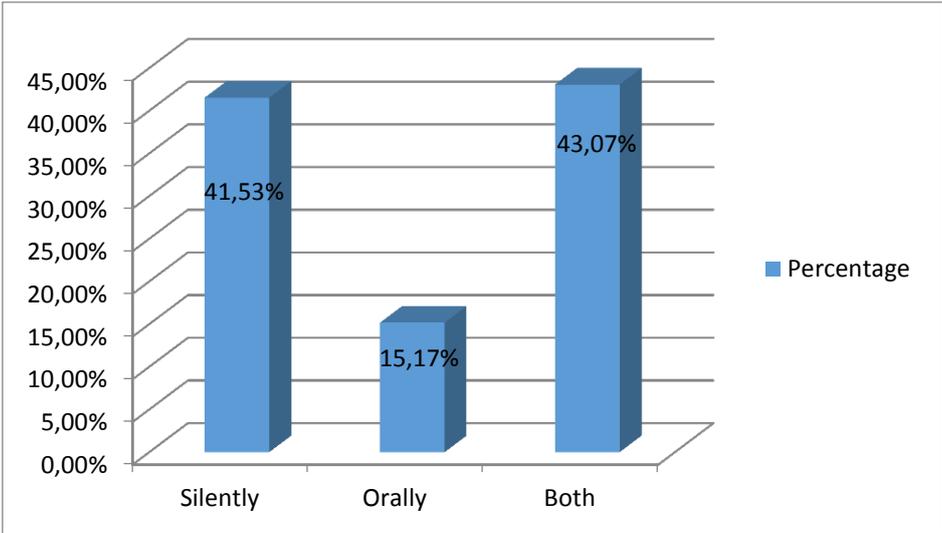
them feel comfortable, they do not need to exchange their ideas with others, because of their lack of confidence, anxiety, also maybe reading in groups disturb their concentration.

**Question 18:** During reading process you prefer to read?

**Table 3.18:** Silent and Oral Reading

Options	Number of Students	Percentage
a) Silently	27	41.53%
b) Orally	10	15.38%
c) Both	28	43.07%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Figure 3.18:** Silent and Oral Reading



The aim of the question eighteen is to know how students’ prefer to read .We found that (41.53%) of students agree that their favourite way to read is in the ‘silent’ way, this indicates that students prefer to understand what they read silently, and that reading silently may have psychological reason in which they think that when they read aloud they will commit mistakes, and they will get negative comments from their classmates; or their teachers tend to ask them to read silently , in order to make them ready to read loudly .Only (15.38%) of

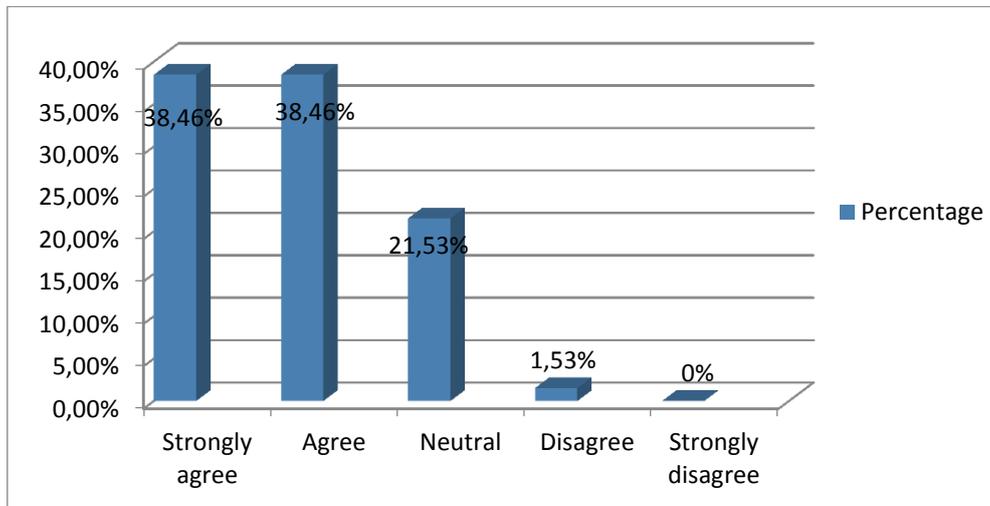
students prefer to read orally, which means that these students are motivated, and self-confident readers, and they are able to read without paying attention to others' negative comments. In addition, these students considered being good readers who trained themselves to read, and they like reading. In other side, (43.07%) from students believe that both silent and oral reading are their styles that depends on their reading situation. We assume that maybe because their teachers asks them to read silently, in order to comprehend the text, and to check the spelling mistakes, in which silent reading gives them the opportunity to read the text more than one time, particularly if they are fast readers .Also, training themselves to read orally with no mistakes.

**Question 19:** Do you think that using reading strategies helps you to improve comprehension?

**Table 3.19:** Students' Awareness about the Importance of Reading Strategies

<b>Options</b>	<b>Number of students</b>	<b>Percentage</b>
Strongly agree	25	38.46%
Agree	25	38.46%
Neutral	14	21.53%
Disagree	1	1.53%
Strongly disagree	0	0%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Figure 3.19:** Students' Awareness about the Importance of Reading Strategies



The aim of the question nineteen is to check master one students awareness about the important role of reading strategies in developing their comprehension we found that (38.46%) from students said 'strongly agree' that reading strategies improves their comprehension, which means that they know reading strategies, and they have knowledge about their use, also their positive results they get whenever they use them. Similarly, the same rate of students (38.36%) have selected that they 'agree' on this ideas, which indicates that even though they did not learn reading strategies, they appreciate their existence in developing their reading comprehension. And that there absence cause to them lack of comprehension. Other students (21.23%) are 'neutral' which indicates that they do not know comprehension strategies, because they did not learn them or they selected neutral randomly, without paying attention to the question. Only 1 student who represents (1.53%) said 'disagree' that reading strategies help them to develop their comprehension, which means that maybe he/she did not understand the question, so he/she responds without thinking.

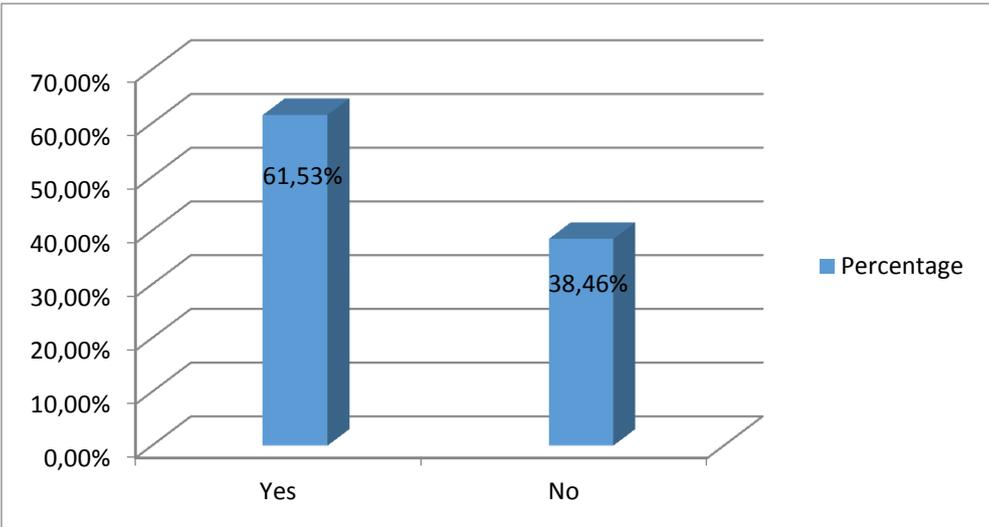
Section Three: Reading Comprehension

**Question 20:** Do you have difficulties in understanding an English text?

**Table 3.20:** Students Understanding Difficulties

Options	Number of students	Percentage
Yes	40	61.53%
No	25	38.46%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Figure 3.20:** Students Understanding Difficulties



The aim of the question twenty is to check whether students have difficulties in understanding an English text or not. We have mentioned that most of master one students said ‘yes’, which indicates that they do not read, or practice reading to train themselves to understand English texts, this means also that because of their speciality literature and civilization, usually the books they read their authors are known by their complex styles of writing. Another reason that students are not motivated to make effort for reading and understanding the text. In contrary, (38.46%) when students said ‘no’ this indicates that these

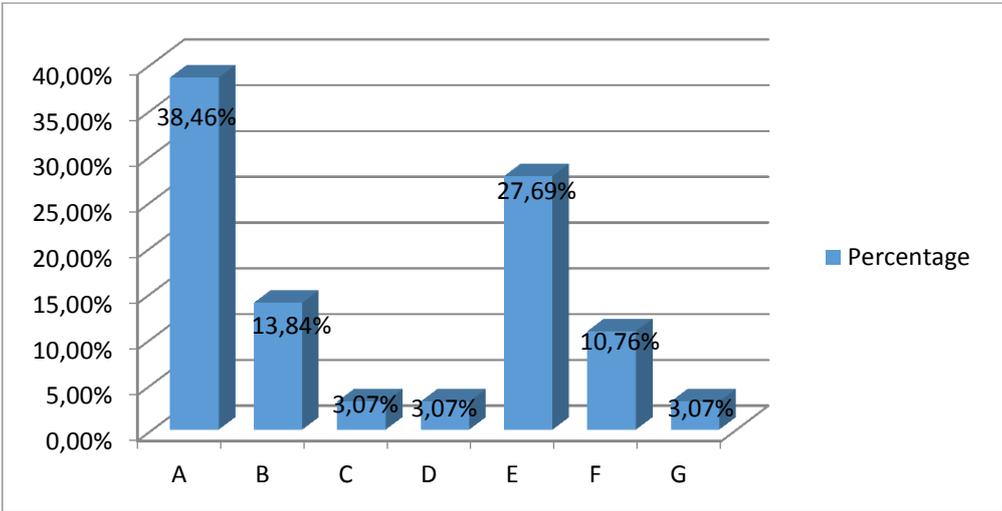
students are competent, and they are accustomed with English language texts, this ability shows that they are motivated learners, and they practice reading whenever they have time, which is the reason that make them more experience to deal with comprehension difficulties.

**Question 21:** In your opinion, these difficulties are due to?

**Table 3.21:** The Reasons of Comprehension Difficulties

Options	students	Percentage
a) Difficult vocabulary of authentic (language of native speakers) materials	25	38.46%
b) Time allotted for reading practice is restricted	9	13.84%
c) You do not know how to read	2	3.07%
d) Lack of serious methods of teaching	2	3.07%
e) Text complexity	25	27.69%
f) Interferences of mother tongue.	7	10.76%
g) Others:	2	3.07%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Figure 3.21:** The Reasons of Comprehension Difficulties



The aim of the question twenty one is to check the reasons which cause difficulty for students in understanding English texts’. We have found (38.46%) said that comprehension

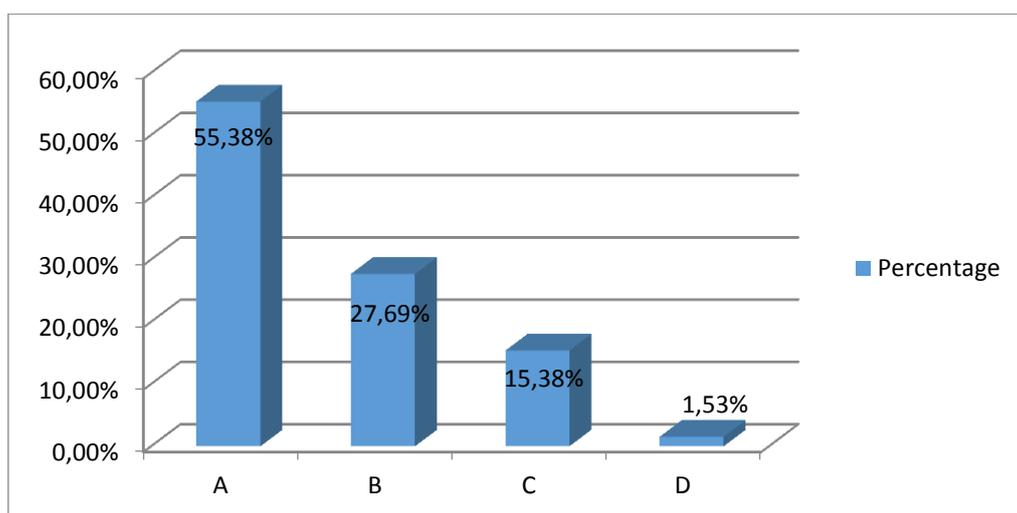
difficulties are because of difficult vocabulary of authentic materials, which indicates that students do not read a lot of authentic texts, and they are not familiar with them, even though they are EFL students, and this requires them to learn the English culture. Moreover, only (13.84%) agreed that because the time allotted for reading is restricted, and teachers do not give enough time, for reading practice and that all of their time is spent in explaining the theoretical of lessons. Also, we have noticed that only (3.07%) from students said that comprehension difficulties, because they do not know how to read, and that because they do not always make efforts to read an English text; so according to them is neglected. Likewise we have found the same rate of students (3.07%) facing these difficulties are because of lack of serious methods of teaching, which means that insufficient time is given to practice reading, in the case that students need to learn about reading strategies, and that reading module does not exist in our curriculum. Thus students need a reading module through which they are taught theoretical and practical parts about comprehension strategies. Other students (10.76%) agreed that because of text complexity, which shows that they are not able to understand the English text, and that they differ in the way of processing the text, that is to say that lack of reading is negatively influences them to process a text, while for other good readers have the ability to deal with their complexity. Other students said that because of the mother tongue influence, and that students start reading an English text, and used to interpret the meaning of the text with their mother tongue. For example trying to interpret word by word in Arabic language to get the meaning; moreover this problem generally indicates that most of EFL students are poor readers, and unable to think in English during reading, speaking, or writing. In which reading gives them opportunity to visit the English culture through reading the English books, in that way they improve other language skills. Only (3.07%) from students they did not mention other difficulties.

**Question 22:** To overcome comprehension disabilities, you?

**Table 3.22:** The Strategies Students' Use to solve Comprehension Problems

Options	Number of students	Percentage
a) Read the text again	36	55.38%
b) Ask questions about the text.	18	27.69%
c) Use the previous knowledge and try to relate it to the new one.	10	15.38%
d) Other remedial strategies	1	1.53%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Figure 3.22:** The strategies Students' Use to solve Comprehension Problems



The aim of the question twenty two is to know the strategies students use when they face comprehension difficulties. We noticed that the majority of master one students' (55.38%) said that they read the text again, which means that rereading the text is the way which allows them to get the whole meaning of the text. Also, those students who lack concentration; reading again the text helps them to pay more attention to the vocabulary, which they did not understand from the first reading. Other students (27.69%) said that they ask questions about the text, which means that students prefer to use questioning strategy, in which this strategy may appear between the readers and themselves, or between the reader

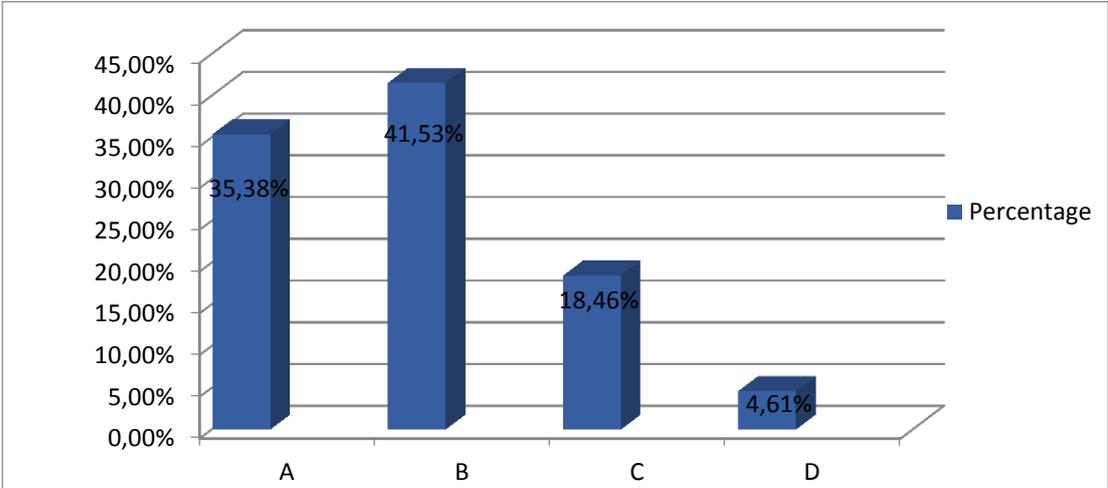
and their teachers or their classmates; in the first case they ask questions about the intended meaning of the writer, in the same time they are using their background knowledge to check whether these questions they may answer them by their knowledge or not. However, in the second case between the readers and their teachers; they ask their teachers or friends who will give them the answers. Other students (15.38%) solve their comprehension problems by the use of their previous knowledge and they try to relate it to the new one. This indicates that these students prefer to use their experiences, hence they are good readers, and they are able to understand and get new information. Only (1.53%) he/she did not mention other strategies.

**Question 23:** Do you want your teacher to?

**Table 3.23:** Students’ Needs from their Teachers when Reading

Options	Number of Students	Percentage
a) Encourage you to read more.	23	35.38%
b) Oblige you to read	27	41.53%
c) Give you the freedom to read or not to read	12	18.46%
d) Others	3	4.61%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Figure 3.23:** Students’ Needs from their Teachers when Reading



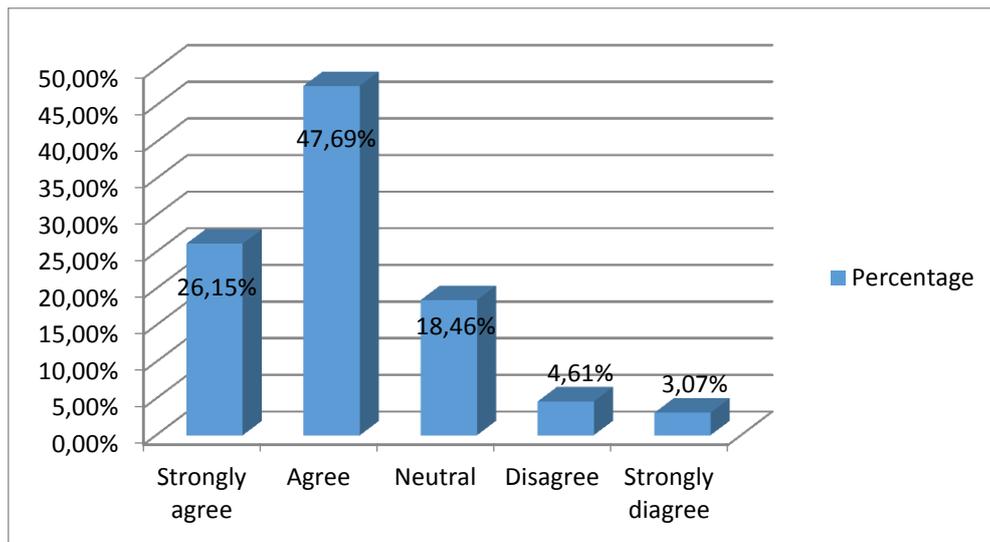
The aim of the question twenty three is to check the way students' prefer their teachers to ask them to read. In which we have found that (35.38%) from students prefer their teachers' encourage them to read, which means that these students need the support of their teachers, their guidance, and they prefer them to select, and specify the passage they will read .This indicates that they are lazy students, and their reading is conditioned by their teachers' order. Moreover other students (41.33%) prefer their teachers to oblige them to read, and they have different reasons; first that master one students are aware about the importance of read. However, they do not have time to read so they need an obligation which motivates them to read. Other students (18.46%) prefer their teachers to give them freedom to read or not to read, in which we have two types of readers, those who are already knowledgeable about the importance of reading, and do not wait for their teachers to ask them to read, and whenever they ask them they read directly without lateness. The second type, do not like to be obliged to read, because they do not like reading, this indicates that they read according to their mood. Other students (4.61%) did not mention other suggestions.

**Question 24:** Do you want to have more programmed sessions involving explicit instructions about reading strategies?

**Table 3.24:** Students Opinions about Having Reading Sessions

<b>Options</b>	<b>Number of Students</b>	<b>Percentage</b>
Strongly agree	17	26.15%
Agree	31	47.69%
Neutral	12	18.46%
Disagree	3	4.61%
Strongly disagree	2	3.07%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Figure 3.24:** Students Opinions about Having Reading Sessions



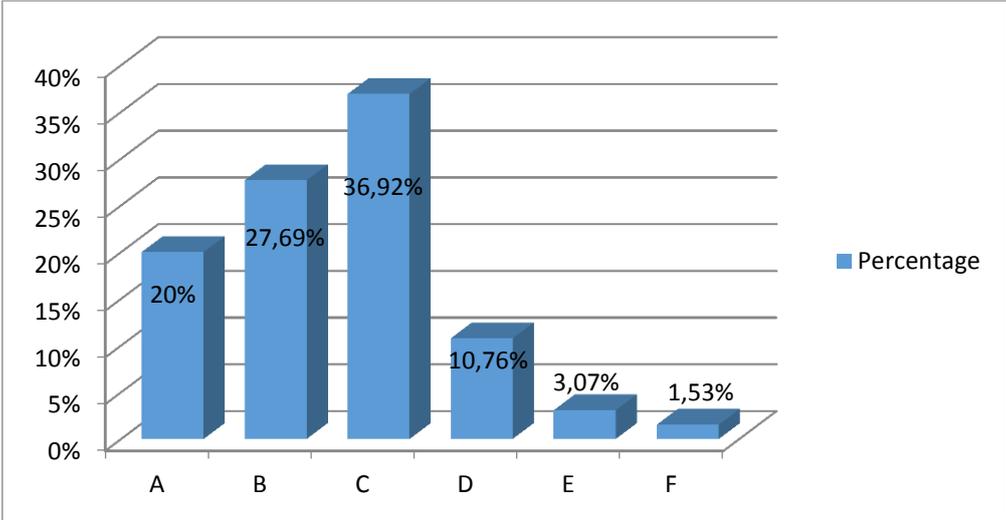
The aim of the question twenty four, is to know students opinions about having more programmed sessions involving explicit instructions about reading techniques .We have noticed that (26.15%) of students said ‘strongly agree’ with the suggestion of making reading a module, this indicates that EFL students extremely need such idea to be planned, also this indicates that they appreciate reading, and want to learn it, as well as to know the use of its strategies. Other students (47.69%) who represent the majority of them ‘agree’ to have more programed sessions like oral and written expression sessions, also this rate indicates that master one students’ appreciate this idea, and they are aware about the positive role of reading in developing their level. Other students (18.46%) of them selected ‘neutral’, which means that they do not care about its’ existence as a module or its’ absence. And only (4.61%) said ‘disagree’, these students refuse to have sessions to learn reading, maybe because they think that practicing reading is a waste of time, and it is useless, and has no effect on developing their reading comprehension. Likewise, (3.07%) from students ‘strongly disagree’, which indicates that they never practice reading, and they neglect this idea.

**Question 25:** How do you assess your comprehension of text?

**Table 3.25:** Students’ Evaluation to the Reading Comprehension

Options	Number of Students	Percentage
a) You rewrite the text in a small version.	13	20%
b) You retell the content of the text	18	27.69%
c) You give general idea of the text	24	36.92%
d) Check your guesses about the text	7	10.76%
e) You think loudly and diagnose your performance	2	3.07%
f) Others	1	1.53%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Figure 3.25:** Students’ Evaluation to the Reading Comprehension



The aim of question twenty five is to know how students evaluate their reading comprehension .We have noticed that (20%) from students rewrite the text in a small version, which means that these students used to read the whole text then they write a summary, in which they get the principle ideas from the text and then reformulating them in a small version; this also allow them to reach comprehension easily. Other students (27.69%) retell the content of the text, which indicates that they have the ability to memorize the passage they have read, and then they retell it orally with their own words, this strategy allow them to

check the rate of their comprehension. Moreover, (36.92%) of students give a general idea of the text, this strategy indicates that these students use skimming strategy, in which they read the text quickly to get the general idea of the text. Other students (10.76%) check their guesses about the text, which indicates that they make predictions about the content of the text, then comparing what they have read, with the ideas they guessed about the text whether they are correct or not .And only (3.07%) think loudly and diagnose their performances, which indicates that these students use think- aloud strategy, in which they express their thoughts orally during the reading process; this strategy allow them to exchange their knowledge with others; in addition to their ability to use this strategy between the readers and themselves, in which the readers exchanges the ideas between them and author message from his/her writing.

## **The Conclusion of the Field Work**

This chapter has illustrated the data analysis and results of one data gathering-tool that has been analysed qualitatively. We have administered the think-aloud questionnaire to the whole population (N=65) of master one students literature and civilization, English division at Biskra university. The data gathering-tool results' have helped us to answer our research questions that are based on; the main strategies students' use, and reasons that cause difficulty in understanding the English texts', and the reasons behind students' lack of motivation to read. Hence, the present field work has allowed us to confirm the finding that English learners' use different strategies in reading texts, but the use of these strategies cannot be classified as a fixed strategy; though they are aware of their presence that allow them to enhance the reading comprehension. Moreover, from the three sections of the think-aloud questionnaire, we deduce that in the first section students' reading habits the majority of master one students read the English texts, because their speciality necessitate the reading process; also there is no specific time for practicing reading, and that the reading process most of the time is conditioned by different factors such as homework, test, and mood. This indicates that reading is not the favourite habit for master one students. The Second section reading strategies, shows that generally (60%) most of students are aware about reading strategies existence, but unaware about their importance. Whereas, approximately (40%) have knowledge about their use, and the positive results they get whenever they use them. Next, in the third section that is based on reading comprehension; shows that most of the students (70%) face difficulties of comprehending the English texts', and cannot absorb the appropriate solution to their reading comprehension problems. Thus, these findings indicate that the reading process is not explicitly taught, and that the strategies which reinforce students' comprehension are not learned.

## General Conclusion

Our present study was devoted to explore learners' reading strategies in EFL classrooms, and to investigate students' awareness of the use of reading strategies, and to what extent their absence affect negatively their reading comprehension. This study attempted to manifest the important role of the reading process in learning the English language, and that EFL students need to learn about the usage of the strategies. However, still this skill is ignored in the curriculum, and that reading sessions does not exist, and teachers are not teaching their students explicitly about the use of the strategies. Moreover, the present research is divided into two parts, the first includes two theoretical chapters each one consist of a conclusion; the second part to the field work which includes the conclusion about the findings of the study. These are the conclusions of the three chapter of the research. In the first chapter, was based on the reading skill importance, which includes many processes that help students develop their comprehension, as well as it is useful way of getting knowledge. Hence EFL students need to be aware about its advantages, and the techniques which allow them to be good readers. We have deduced that there are many points of views, about its types, and its importance in improving learners' proficiency in reading comprehension. To sum up, the reading skill shouldn't be neglected, but appreciated because of its positive effect on improving the other language skills. In the second chapter, we deduced that there are various techniques and strategies, readers' employ during, after, and before the reading process. And that they have several characteristics which differentiate between them, each one according to his/ her style, as well as to the role of mental presses in determining the readers who are more flexible when facing comprehension difficulties, and their ability to use other strategies that suit their reading situation. Hence, EFL learners they need to learn how to employ and apply them appropriately. In that way, reading allows them to reinforce their language learning. Thus, the absence of these strategies make them struggle to grasp and learn

new vocabularies from the text. And in the third chapter, we have illustrated the data analysis, and results of one data gathering-tool that has been analysed qualitatively. We have administered the think-aloud questionnaire to the whole population of 65 master one students literature and civilization, English division at Biskra university. The think-aloud questionnaire results' have helped us to answer our research questions that are based on the main strategies students' use, and the reason that causes difficulty in understanding the English texts', and the reason behind students' lack of motivation to read. Hence, the present field work have allowed us to confirm from the findings that EFL students use different strategies in reading text, but the use of these strategies cannot be classified a fixed strategy; though they are aware of their presence that allow them to enhance the reading comprehension. Thus, from the conducted study, we can say, the beneficial role of the reading strategies on EFL learners' comprehension developments, necessitates program makers making the reading skill a module, whereby it can be taught as an official session, and students will learn the reading strategies use that ease them to treat the English texts, as well as it enhances their comprehension.

## **Pedagogical Recommendations**

From the findings of the study, several recommendations should be taken into consideration. That is important to state that:

- Similarly, learning the speaking, writing, and listening language skills; also the reading skill should be taken into consideration of the syllabus designers and teachers, and that by allocating the reading with both theoretical and practical sessions in the curriculum.
- The reading strategies should be taught explicitly, because they represent an essential step that gives EFL students the opportunity to discover the useful strategies that allow them to reinforce their comprehension.
- Encouraging the students to prevent misunderstanding of the texts and to develop their knowledge, by designing homeworks, and tests based on reading.

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## Appendices

### Students' questionnaire

Dear student,

You are invited to participate in our investigation through filling in the questionnaire bellow. The questionnaire is designed for exploring learners' reading strategies in EFL classrooms. Please, answer carefully the questions by ticking (✓) the right box that corresponds to your answer.

#### SECTION ONE: STUDENTS' READING HABITS

1. Do you read in English ?

Yes

No

2. Do you enjoy the time you spend in reading ?

Yes

No  why?.....

3. What motivates you to read ?

a) The title is interesting.

b) The author is well known.

c) Sometimes told you about it.

d) Others, please specify .....

4. Why do you read in English?

a) To get some necessary information.

b) To learn English.

c) For entertainment and pleasure.

d) Get more vocabulary items.

e) Others: please specify .....

5. When do you read in English ?

a) Only when the teacher asks me.

b) Whenever I have time.

6. How often do you read without being asked ?

Frequently	Sometimes	Rarely	Never

7. How often does your teacher encourage you to read ?

Frequently	Sometimes	Rarely	Never

8. How often do you read when your teacher asks you ?

Frequently	Sometimes	Rarely	Never

## SECTION TWO: READING STRATEGIES

9. Do you have an idea about reading strategies ?

Yes

No

10. Before reading the text ,you :

a) Read the title to guess what the text is about.

b) Read the few first and last lines of the text.

c) Read the main ideas of each paragraph.

d) Predict what is going to be processed in the text.

e) Others : please specify.....

11. In order to get information from the text ,you :

a) Look for the main idea (s) of the piece of writing.

b) Read the headings only

c) Use previous information having some relation with your text

d) Go quickly through the text to get the information needed.

e) Read the whole text to get a general idea.

f) Others : please specify .....

12. How do you process a text ?

- a) You start from what exist in the text.
- b) You start from your own knowledge.
- c) You read the text then go back to your prior knowledge.
- d) You make a rapid look of the whole text.
- e) You read as you are making a conversation with the author.
- f) Others : please specify .....

13. During reading the text, you think:

- a) Every single word in the passage is important for comprehension.
- b) There are unnecessary words for comprehension.
- c) Key words are important for understanding the whole text.
- d) Other : please specify.....

14. How often do you encounter unfamiliar words ?

Frequently	Sometimes	Rarely	Never

15. If you don't understand a word ,you :

- a) Look for it in a dictionary.
- b) Ask your instructor.
- c) Skip it because you think it does not disturb comprehension.
- d) Guess what the word might mean according to its context.
- e) Use grammar to guess its meaning.
- f) Guess its meaning according to the whole meaning of the sentence.
- g) Others: please specify .....

16. During the process of reading, you read :

- a) Fluently as you speak.
- b) Slowly.
- c) Fast.

17. How do you often read in English ?

- a) In groups.
- b) Individually.

18. During reading process you prefer to read?

- a) Silently.
- b) Orally.

c) Both.

19. Do you think that using reading strategies helps you to improve comprehension ?

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

SECTION THREE : READING COMPREHENSION

20. Do you have difficulties in understanding an English text ?

Yes

No

21. In your opinion, these difficulties are due to ?

- a) Difficult vocabulary of authentic (language of native speakers) materials.
- b) Time allotted for reading practice is restricted.
- c) You do not know how to read.
- d) Lack of serious methods of teaching.
- e) Text complexity.
- f) Interferences of mother tongue.
- g) Others: please specify.....

22. To overcome comprehension disabilities, you ?

- a) Read the text again.
- b) Ask questions about the text.
- c) Use the previous knowledge and try to relate it to the new one.
- d) Other remedial strategies: please specify .....

23. Do you want your teacher to?

- a) Encourage you to read more.
- b) Oblige you to read.
- c) Give you the freedom to read or not to read.
- d) Others: please specify .....

24. Do you want to have more programmed sessions involving explicit instructions about reading techniques ?

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

25. How do you assess your comprehension of text ?

- a) You rewrite the text in a small version.
- b) You retell the content of the text.
- c) You give general idea of the text.
- d) Check your guesses about the text.
- e) You think loudly and diagnose your performance.
- f) Others: please specify .....

*We thank you for your participation in filling this questionnaire. We hope that the answers you provided will help us in our investigation and that it will be beneficial for you as well.*

## **Rrésumé**

Cette étude a été incluse pour explorer les stratégies de lecture utilisées dans les sections de langue anglaise, en tant que langue étrangère. Ce qui donne une importance pour discuter des difficultés rencontrées par les étudiants dans la compréhension des textes écrits, ainsi que la façon dont ils suivent au cours de la lecture. Ce travail est basé sur l'étude de l'aspect qualitatif, et depuis cette étude exploratoire, on n'a inclus aucune hypothèse pour cette recherche. En outre, la méthode à travers laquelle nous avons recueilli les données est un questionnaire destiné aux étudiants de partager leurs réflexions sur les stratégies qu'ils utilisent pour traiter et comprendre les textes. En plus de déterminer l'ampleur de la prise de conscience, et le rôle important des apprenants dans le développement de leurs compétences en lecture. Le questionnaire que nous avons effectué aux étudiants de première année Master, option Arts et Civilisations, au Département d'Anglais à l'Université de Biskra au cours de l'année scolaire 2016/2017, le nombre des étudiants étaient 65 apprenants. Les résultats obtenus montrent que les apprenants de langue anglaise utilisent de nombreuses façons en lecture, et celle-ci ne peut pas être incluse dans une seule stratégie, utilisée régulièrement. Néanmoins, ils en sont conscients et ils peuvent les aider par la lecture et l'évolution de leur performance dans la compréhension des textes.

## ملخص

هذه الدراسة تم إدراجها لاستكشاف استراتيجيات القراءة المستخدمة في أقسام متعلمي اللغة الإنجليزية, كلغة أجنبية. والتي تعطي أهمية للبحث في الصعوبات التي تواجه الطلبة في فهم النصوص المكتوبة, وكذا الطرق التي يتبعونها أثناء القراءة, حيث أن هذا العمل يركز على دراسة الجانب النوعي, وبما أن هذه الدراسة استكشافية, لم ندرج أي فرضية لهذا البحث. أيضا اعتمدنا فيه على وسيلة واحدة لجمع البيانات هي: استبيان يهدف إلى مشاركة الطلبة أفكارهم حول الاستراتيجيات التي يستخدمونها لمعالجة وفهم النصوص. وكذا التعرف على مدى وعي الطلبة بها, ودورها المهم في تطوير مهارة القراءة لديهم. الاستبيان قمننا بتوزيعه على جميع طلبة أولى ماستر, تخصص آداب و حضارات, قسم اللغة الإنجليزية في جامعة بسكرة خلال العام الدراسي 2017/2016, حيث أن عددهم كان 65 طالب. النتائج التي تم الحصول عليها تبين أن متعلمي اللغة الإنجليزية يستخدمون طرق عديدة في القراءة, وأن هذه الأخيرة لا يمكن إدراجها ضمن استراتيجية واحدة, مستخدمة بشكل منتظم. رغم ذلك فإنهم على وعي بها وأنها يمكنها أن تساعدهم خلال القراءة وتطور أدائهم في فهم النصوص.